

Duval County Public Schools

# Hospital And Homebound



2020-21 Schoolwide Improvement Plan

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## Hospital And Homebound

1128 BARBER ST, Jacksonville, FL 32209

<http://www.duvalschools.org>

### Demographics

**Principal: Mark Ertel**

Start Date for this Principal: 10/2/2020

|                                                                                                                                                              |                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>2019-20 Status</b><br>(per MSID File)                                                                                                                     | Active                                                                           |
| <b>School Type and Grades Served</b><br>(per MSID File)                                                                                                      | Combination School<br>KG-12                                                      |
| <b>Primary Service Type</b><br>(per MSID File)                                                                                                               | Special Education                                                                |
| <b>2019-20 Title I School</b>                                                                                                                                | No                                                                               |
| <b>2019-20 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)                                                                            | 24%                                                                              |
| <b>2019-20 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>White Students*                                   |
| <b>School Grades History</b>                                                                                                                                 | 2018-19: No Grade<br>2017-18: No Grade<br>2016-17: No Grade<br>2015-16: No Grade |
| <b>2019-20 School Improvement (SI) Information*</b>                                                                                                          |                                                                                  |
| <b>SI Region</b>                                                                                                                                             | Northeast                                                                        |
| <b>Regional Executive Director</b>                                                                                                                           | <a href="#">Cassandra Brusca</a>                                                 |
| <b>Turnaround Option/Cycle</b>                                                                                                                               | N/A                                                                              |
| <b>Year</b>                                                                                                                                                  |                                                                                  |
| <b>Support Tier</b>                                                                                                                                          |                                                                                  |
| <b>ESSA Status</b>                                                                                                                                           | CS&I                                                                             |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .                                         |                                                                                  |

### School Board Approval

This plan is pending approval by the Duval County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education 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.

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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## Hospital And Homebound

1128 BARBER ST, Jacksonville, FL 32209

<http://www.duvalschools.org>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2019-20 Title I School | 2019-20 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--------------------------------------------------|------------------------|----------------------------------------------------------------------------|
| Combination School<br>KG-12                      | No                     | %                                                                          |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| Special Education                                | No                     | %                                                                          |

### School Grades History

| Year  | 2014-15 |
|-------|---------|
| Grade | I*      |

### School Board Approval

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### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### 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 Florida Department of Education 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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To provide a compassionate individualized approach dedicated to student success.

**Provide the school's vision statement.**

To ensure every student is inspired and prepared for success in college or a career and life.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name          | Title               | Job Duties and Responsibilities |
|---------------|---------------------|---------------------------------|
| Ertel, Mark   | Principal           |                                 |
| Macy, Matthew | Assistant Principal |                                 |

### Demographic Information

**Principal start date**

Friday 10/2/2020, Mark Ertel

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

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

6

**Demographic Data**

|                                                         |                             |
|---------------------------------------------------------|-----------------------------|
| <b>2020-21 Status</b><br>(per MSID File)                | Active                      |
| <b>School Type and Grades Served</b><br>(per MSID File) | Combination School<br>KG-12 |
| <b>Primary Service Type</b><br>(per MSID File)          | Special Education           |
| <b>2019-20 Title I School</b>                           | No                          |

|                                                                                                                                                              |                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>2019-20 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)                                                                            | 24%                                                                              |
| <b>2019-20 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>White Students*                                   |
| <b>School Grades History</b>                                                                                                                                 | 2018-19: No Grade<br>2017-18: No Grade<br>2016-17: No Grade<br>2015-16: No Grade |
| <b>2019-20 School Improvement (SI) Information*</b>                                                                                                          |                                                                                  |
| <b>SI Region</b>                                                                                                                                             | Northeast                                                                        |
| <b>Regional Executive Director</b>                                                                                                                           | <a href="#">Cassandra Brusca</a>                                                 |
| <b>Turnaround Option/Cycle</b>                                                                                                                               | N/A                                                                              |
| <b>Year</b>                                                                                                                                                  |                                                                                  |
| <b>Support Tier</b>                                                                                                                                          |                                                                                  |
| <b>ESSA Status</b>                                                                                                                                           | CS&I                                                                             |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .                                         |                                                                                  |

## Early Warning Systems

### Current Year

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               | 4           | 7 | 6 | 7 | 1 | 6 | 10 | 23 | 9 | 21 | 8  | 9  | 3  | 114 |       |
| Attendance below 90 percent               | 1           | 2 | 1 | 3 | 0 | 3 | 7  | 18 | 8 | 15 | 8  | 7  | 2  | 75  |       |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 1  | 1  | 1 | 0  | 0  | 0  | 1  | 4   |       |
| Course failure in ELA                     | 0           | 0 | 0 | 1 | 0 | 0 | 1  | 0  | 1 | 1  | 0  | 0  | 1  | 5   |       |
| Course failure in Math                    | 1           | 0 | 0 | 1 | 0 | 0 | 1  | 2  | 1 | 2  | 0  | 1  | 1  | 10  |       |
| Level 1 on 2019 statewide ELA assessment  | 1           | 0 | 3 | 4 | 1 | 1 | 0  | 2  | 2 | 3  | 1  | 3  | 1  | 22  |       |
| Level 1 on 2019 statewide Math assessment | 1           | 1 | 2 | 5 | 1 | 2 | 1  | 4  | 3 | 3  | 0  | 2  | 0  | 25  |       |

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 | 1           | 0 | 2 | 5 | 1 | 2 | 2 | 5 | 3 | 6 | 1  | 2  | 1  | 31    |

**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     | 2           | 0 | 0 | 1 | 0 | 0 | 1 | 3 | 2 | 6 | 5  | 4  | 2  | 26    |
| Students retained two or more times | 0           | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 3 | 4  | 2  | 1  | 14    |

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

Friday 10/2/2020

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

| Indicator                       | Grade Level |   |   |   |   |   |   |    |    |    |    |    |    | Total |
|---------------------------------|-------------|---|---|---|---|---|---|----|----|----|----|----|----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9  | 10 | 11 | 12 |       |
| Number of students enrolled     | 1           | 6 | 8 | 3 | 2 | 5 | 3 | 12 | 11 | 14 | 8  | 9  | 14 | 96    |
| Attendance below 90 percent     | 4           | 4 | 3 | 1 | 4 | 2 | 8 | 13 | 15 | 18 | 15 | 14 | 1  | 102   |
| One or more suspensions         | 0           | 0 | 0 | 0 | 1 | 0 | 0 | 1  | 0  | 0  | 1  | 0  | 0  | 3     |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  |       |
| Level 1 on statewide assessment | 2           | 3 | 2 | 1 | 5 | 5 | 5 | 12 | 11 | 9  | 6  | 5  | 0  | 66    |

**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           | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 3 | 7 | 0  | 1  | 3  | 18    |

**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           | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 11 | 9  | 6  | 0  | 32    |
| Students retained two or more times | 2           | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 4 | 10 | 9  | 1  | 1  | 30    |

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**



| Indicator                       | Grade Level |   |   |   |   |   |   |    |    |    |    |    |    |     | Total |
|---------------------------------|-------------|---|---|---|---|---|---|----|----|----|----|----|----|-----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9  | 10 | 11 | 12 |     |       |
| Number of students enrolled     | 1           | 6 | 8 | 3 | 2 | 5 | 3 | 12 | 11 | 14 | 8  | 9  | 14 | 96  |       |
| Attendance below 90 percent     | 4           | 4 | 3 | 1 | 4 | 2 | 8 | 13 | 15 | 18 | 15 | 14 | 1  | 102 |       |
| One or more suspensions         | 0           | 0 | 0 | 0 | 1 | 0 | 0 | 1  | 0  | 0  | 1  | 0  | 0  | 3   |       |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  |     |       |
| Level 1 on statewide assessment | 2           | 3 | 2 | 1 | 5 | 5 | 5 | 12 | 11 | 9  | 6  | 5  | 0  | 66  |       |

**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           | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 3 | 7 | 0  | 1  | 3     | 18 |

**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           | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 11 | 9  | 6  | 0  | 32    |
| Students retained two or more times | 2           | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 4 | 10 | 9  | 1  | 1  | 30    |

## Part II: Needs Assessment/Analysis

### School Data

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      | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State |
| ELA Achievement             | 0%     | 54%      | 61%   | 0%     | 50%      | 57%   |
| ELA Learning Gains          | 0%     | 56%      | 59%   | 0%     | 54%      | 57%   |
| ELA Lowest 25th Percentile  | 0%     | 53%      | 54%   | 0%     | 47%      | 51%   |
| Math Achievement            | 0%     | 57%      | 62%   | 0%     | 52%      | 58%   |
| Math Learning Gains         | 0%     | 57%      | 59%   | 0%     | 52%      | 56%   |
| Math Lowest 25th Percentile | 0%     | 52%      | 52%   | 0%     | 46%      | 50%   |
| Science Achievement         | 0%     | 50%      | 56%   | 0%     | 47%      | 53%   |
| Social Studies Achievement  | 0%     | 76%      | 78%   | 0%     | 76%      | 75%   |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) |     |     |     |     |     |     |     |     |     |     |     |     | Total |
|-----------|-----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
|           | K                                 | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  |       |
|           | (0)                               | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA                   |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                    | 2019 | 0%     | 51%      | -51%                       | 58%   | -58%                    |
|                       | 2018 | 0%     | 50%      | -50%                       | 57%   | -57%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 0%     | 52%      | -52%                       | 58%   | -58%                    |
|                       | 2018 | 0%     | 49%      | -49%                       | 56%   | -56%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 05                    | 2019 | 0%     | 50%      | -50%                       | 56%   | -56%                    |
|                       | 2018 | 0%     | 51%      | -51%                       | 55%   | -55%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 06                    | 2019 | 0%     | 47%      | -47%                       | 54%   | -54%                    |
|                       | 2018 | 0%     | 44%      | -44%                       | 52%   | -52%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |
| 07                    | 2019 | 7%     | 44%      | -37%                       | 52%   | -45%                    |
|                       | 2018 | 0%     | 41%      | -41%                       | 51%   | -51%                    |
| Same Grade Comparison |      | 7%     |          |                            |       |                         |
| Cohort Comparison     |      | 7%     |          |                            |       |                         |
| 08                    | 2019 | 40%    | 49%      | -9%                        | 56%   | -16%                    |
|                       | 2018 | 0%     | 51%      | -51%                       | 58%   | -58%                    |
| Same Grade Comparison |      | 40%    |          |                            |       |                         |
| Cohort Comparison     |      | 40%    |          |                            |       |                         |
| 09                    | 2019 | 47%    | 48%      | -1%                        | 55%   | -8%                     |
|                       | 2018 | 0%     | 48%      | -48%                       | 53%   | -53%                    |
| Same Grade Comparison |      | 47%    |          |                            |       |                         |
| Cohort Comparison     |      | 47%    |          |                            |       |                         |
| 10                    | 2019 | 0%     | 48%      | -48%                       | 53%   | -53%                    |
|                       | 2018 | 45%    | 49%      | -4%                        | 53%   | -8%                     |
| Same Grade Comparison |      | -45%   |          |                            |       |                         |
| Cohort Comparison     |      | 0%     |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                | 2019 |        |          |                            |       |                         |
|                   | 2018 | 0%     | 59%      | -59%                       | 62%   | -62%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 04                | 2019 | 0%     | 64%      | -64%                       | 64%   | -64%                    |
|                   | 2018 | 0%     | 60%      | -60%                       | 62%   | -62%                    |

| <b>MATH</b>           |             |               |                 |                                   |              |                                |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>          | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| Same Grade Comparison |             | 0%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 0%            |                 |                                   |              |                                |
| 05                    | 2019        | 0%            | 57%             | -57%                              | 60%          | -60%                           |
|                       | 2018        | 0%            | 61%             | -61%                              | 61%          | -61%                           |
| Same Grade Comparison |             | 0%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 0%            |                 |                                   |              |                                |
| 06                    | 2019        | 0%            | 51%             | -51%                              | 55%          | -55%                           |
|                       | 2018        | 0%            | 42%             | -42%                              | 52%          | -52%                           |
| Same Grade Comparison |             | 0%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 0%            |                 |                                   |              |                                |
| 07                    | 2019        | 21%           | 47%             | -26%                              | 54%          | -33%                           |
|                       | 2018        | 0%            | 50%             | -50%                              | 54%          | -54%                           |
| Same Grade Comparison |             | 21%           |                 |                                   |              |                                |
| Cohort Comparison     |             | 21%           |                 |                                   |              |                                |
| 08                    | 2019        | 0%            | 32%             | -32%                              | 46%          | -46%                           |
|                       | 2018        | 0%            | 31%             | -31%                              | 45%          | -45%                           |
| Same Grade Comparison |             | 0%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 0%            |                 |                                   |              |                                |

| <b>SCIENCE</b>        |             |               |                 |                                   |              |                                |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>          | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 05                    | 2019        | 0%            | 49%             | -49%                              | 53%          | -53%                           |
|                       | 2018        |               |                 |                                   |              |                                |
| Cohort Comparison     |             |               |                 |                                   |              |                                |
| 08                    | 2019        | 0%            | 40%             | -40%                              | 48%          | -48%                           |
|                       | 2018        | 0%            | 44%             | -44%                              | 50%          | -50%                           |
| Same Grade Comparison |             | 0%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 0%            |                 |                                   |              |                                |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        | 45%    | 67%      | -22%                  | 67%   | -22%               |
| 2018        | 73%    | 63%      | 10%                   | 65%   | 8%                 |
| Compare     |        | -28%     |                       |       |                    |
| CIVICS EOC  |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        | 0%     | 69%      | -69%                  | 71%   | -71%               |
| 2018        | 0%     | 84%      | -84%                  | 71%   | -71%               |
| Compare     |        | 0%       |                       |       |                    |

| HISTORY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 73%    | 68%      | 5%                    | 70%   | 3%                 |
| 2018         | 0%     | 64%      | -64%                  | 68%   | -68%               |
| Compare      |        | 73%      |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 0%     | 57%      | -57%                  | 61%   | -61%               |
| 2018         | 0%     | 61%      | -61%                  | 62%   | -62%               |
| Compare      |        | 0%       |                       |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 0%     | 61%      | -61%                  | 57%   | -57%               |
| 2018         | 0%     | 57%      | -57%                  | 56%   | -56%               |
| Compare      |        | 0%       |                       |       |                    |

### Subgroup Data

| 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                                       | 42       |        |             | 31        |         |              |          |         |           |                   |                     |
| BLK                                       |          |        |             | 20        |         |              |          |         |           |                   |                     |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD                                       |          |        |             |           |         |              |          |         |           |                   |                     |
| BLK                                       |          |        |             |           |         |              |          |         |           |                   |                     |
| 2017 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 2015-16 | C & C Accel 2015-16 |
| SWD                                       |          |        |             |           |         |              |          |         |           |                   |                     |
| BLK                                       |          |        |             |           |         |              |          |         |           |                   |                     |

### ESSA Data

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                                            | 21   |
| 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 |      |

| ESSA Federal Index                                                             |     |
|--------------------------------------------------------------------------------|-----|
| Total Points Earned for the Federal Index                                      | 63  |
| Total Components for the Federal Index                                         | 3   |
| Percent Tested                                                                 | 71% |
| Subgroup Data                                                                  |     |
| Students With Disabilities                                                     |     |
| Federal Index - Students With Disabilities                                     | 37  |
| 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   |
| Native American Students                                                       |     |
| Federal Index - Native American Students                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%        | 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                                | 20  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 1   |
| 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                                                               |     |
|------------------------------------------------------------------------------------|-----|
| Multiracial Students Subgroup Below 41% in the Current Year?                       | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%                | 0   |
| Pacific Islander Students                                                          |     |
| Federal Index - Pacific Islander Students                                          |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?                  | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%           | 0   |
| White Students                                                                     |     |
| Federal Index - White Students                                                     |     |
| White Students Subgroup Below 41% in the Current Year?                             | N/A |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 0   |
| 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   |

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

7th grade ELA. Contributing factors include: fluidity of the migrant nature of admission to the program.

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

Biology. Factors that contributed: an increase in enrollment at residential facility whose control of student time and access is a limitation.

**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.**

7th grade ELA. Contributing factors include: fluidity of the migrant nature of admission to the program.

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

N/A as there is no prior year data.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Attendance.

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

1. Attendance.
2. Participation with virtual learning and online tutoring.
- 3.
- 4.
- 5.

### **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus  
Description and  
Rationale:**

Our students are constantly changing every year by entering and exiting at different times of the year. Some of our African American Students need additional layers of support based on the federal index percentage.

Due to the migrant student population related to their temporary disability of illness or incapacitation, the students are all assigned ESE status for the period of time assigned to the school.

**Measurable  
Outcome:**

African American Students - Prior year was 37%. Current year focus it to reach 41%.  
Students with Disabilities - Prior year was 37%. Current year focus it to reach 41%.

**Person  
responsible for  
monitoring  
outcome:**

Mark Ertel (ertelm@duvalschools.org)

**Evidence-based  
Strategy:**

Helping students in goal setting and a personal reward system.

One-on-one instructional support using blended learning model and online tutoring.

Improve student self-confidence and instill self-worth.

**Rationale for  
Evidence-based  
Strategy:**

This strategy increases the opportunity for an ill/incapacitated student to have direct interaction with a teacher for direct instruction when personal contact is not an option.

**Action Steps to Implement**

Create the Virtual learning lab access on a scheduled basis.

**Person  
Responsible**

Matthew Macy (macym@duvalschools.org)

Ensure that the BlackBoard sessions for individual/group instruction is available at multiple times per week.

**Person  
Responsible**

Matthew Macy (macym@duvalschools.org)

Create the Virtual learning lab access on a scheduled basis.

**Person  
Responsible**

Mark Ertel (ertelm@duvalschools.org)

Ensure that the BlackBoard sessions for individual/group instruction is available at multiple times per week.

**Person  
Responsible**

Mark Ertel (ertelm@duvalschools.org)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

**Part IV: Positive Culture & Environment**



A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Hospital Homebound does not have a physical school location, however we strive to provide a positive school culture and environment ensuring all stakeholder are aware of how Hospital Homebound operates and our goals to help all students succeed. Some of our initiatives are communicating with parents regarding weekly progress, providing data to stakeholders through SAC meetings, and being available to answer questions the community may have.

#### **Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.