Hospital And Homebound

2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

Hospital And Homebound

1128 BARBER ST, Jacksonville, FL 32209

http://www.duvalschools.org

Demographics

Principal: Mark Ertel

Start Date for this Principal: 9/12/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	24%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students*
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: I 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Duval 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.

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.

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

Duval's Hospital/Homebound is an eligibility-based program providing continuity of core instruction to assist students K-12 who are temporarily unable to attend their school due to medical or psychiatric conditions. Students found eligible for the Hospital/Homebound program are provided exceptional education services and access to specially designed supports based on individual student needs.

Highly qualified certified DCPS teachers provide flexible instruction via regularly scheduled WEB-based and/or face-to-face instruction in the home, hospital, or facility to ensure students are able to continue working toward skill-building and meeting grade-level academic requirements based on DCPS curriculum and pacing guides.

Students may require full-time, part-time, or as-needed academic support which is directly driven and communicated by recommendations received from the student's medical doctor and/or psychiatrist. The student with severe, chronic, or intermittent conditions may also be eligible for services.

The Hospital/Homebound program focuses on providing access for students in meeting core academic requirements (standard high school electives may be met through alternative options) for students expected to be absent for at least 15 consecutive school days.

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
Ertel, Mark	Principal	As the principal, he oversees the DVIA asynchronous Full-time program, synchronous HomeRoom, Hospital Homebound, and the Part-time retake program. As the school's central instructional leader, he facilitates the SAC, guides the SDM process with the close association of the bargaining unit representative, and sets the vision and mission extensions of the school's central statements.
Macy, Matthew	Assistant Principal	As Assistant Principal of Curriculum, Mr. Macy oversees the implementation of the Edgenuity curriculum (6-12) and supports teachers, students, and families virtually and in-person at Smart Pope Livingston Elementary. This includes daily activities, professional development, evaluations, etc.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Thursday 9/12/2019, Mark Ertel

Number of teachers with professional teaching certificates?
13

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.
11

Total number of students enrolled at the school.
107

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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	5	5	4	9	11	7	1	9	11	10	19	8	7	106
Attendance below 90 percent	1	0	1	1	6	5	1	4	4	7	8	4	3	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	2	0	0	0	0	0	1	0	4	3	3	0	14
Course failure in Math	1	0	0	0	0	0	0	1	1	1	1	0	3	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	2	0	0	2	1	0	2	5	4	6	3	1	27
	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	1	1	0	0	2	1	0	3	7	4	5	4	1	29

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	1	0	1	2	2	0	0	0	1	3	3	1	15
Students retained two or more times	1	0	0	0	1	0	0	1	2	2	3	2	0	12

Date this data was collected or last updated
Thursday 9/30/2021

2020-21 - 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	0	0	0	2
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	1	2	1	1	4	3	3	10	8	5	3	2	0	43
Level 1 on 2019 statewide FSA Math assessment	1	1	1	0	1	2	2	2	3	4	3	3	0	23

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 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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					54%	61%		51%	60%
ELA Learning Gains					56%	59%		53%	57%
ELA Lowest 25th Percentile					53%	54%		50%	52%
Math Achievement					57%	62%		57%	61%
Math Learning Gains					57%	59%		55%	58%
Math Lowest 25th Percentile					52%	52%		50%	52%
Science Achievement					50%	56%		52%	57%
Social Studies Achievement					76%	78%		78%	77%

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
03	2021					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	52%	-52%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	7%	44%	-37%	52%	-45%
Cohort Comparison		0%				
08	2021					
	2019	40%	49%	-9%	56%	-16%
Cohort Comparison		-7%				
09	2021					
	2019	47%	48%	-1%	55%	-8%
Cohort Comparison		-40%				
10	2021					
	2019	0%	48%	-48%	53%	-53%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	57%	-57%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	21%	47%	-26%	54%	-33%
Cohort Comparison		0%				
08	2021					
	2019	0%	32%	-32%	46%	-46%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	49%	-49%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	40%	-40%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	67%	-22%	67%	-22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	68%	5%	70%	3%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or 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	
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 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 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 for low performing ESSA subgroups related to the Areas of Focus?

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

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

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

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?

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

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

N/A as there is no prior year data.

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

Attendance.

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The students in the Hospital Homebound program are much lower in proficiency in the state of Florida and in the district.

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

Improve learning gains so that less than 20% of students at the elementary, middle, and high school levels score a level 1 on their math assessment for the 2021-2022 school year.

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

Data will be tracked through baselines and quarterly Adaptive Progressive Monitoring assessments. Teachers will use the data to help drive instruction and supports.

Person responsible for monitoring outcome:

Matthew Macy (macym@duvalschools.org)

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

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

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

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.

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.

The school leadership team and school counselors work closely with SDM to review and monitor efforts to meet the goals and objectives of the SIP. This includes reviewing results from the 5 Essentials survey to set goals and identify areas to improve equity and performance.

School counselors facilitate college awareness seminars, testing support, financial aid nights, and other programs to support students planning to take the step to college. They also provide guidance related to workforce options and job skill referrals.

Hospital Homebound offers Live Study Hall hours for all teachers. The students have access to supports in a positive and safe environment while working remotely. This affords opportunities for students to receive content-related assistance in a one-on-one or small group setting and access to tools and success coaching to help them be successful in the virtual setting. Teachers use Microsoft Teams for live lessons, small group instruction, and one-on-one tutoring while also providing opportunities for students to respectfully and safely interact and engage with each other.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Leadership team: outlined in section I
SDM: representatives per the by-laws elected by the faculty and staff/
All staff on campus that works with students/families when transitioning into our program.