

Duval County Public Schools

Hospital And Homebound



2022-23 Ungraded 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: 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	24%
2021-22 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 to meet 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.

N/A

Demographic Information**Principal start date**

Thursday 9/12/2019, Mark Ertel

Total number of students enrolled at the school.

100

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?

8

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

2

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

2

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	5	6	6	5	10	6	4	12	8	13	9	14	100	
Attendance below 90 percent	1	0	2	0	0	0	1	2	4	5	7	3	5	30	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	0	0	0	0	0	0	5	1	3	0	0	11	
Course failure in Math	0	1	0	0	0	0	0	0	0	1	1	1	1	5	
Level 1 on 2022 statewide FSA ELA assessment	0	2	0	1	3	2	1	3	4	1	2	3	0	22	
Level 1 on 2022 statewide FSA Math assessment	0	1	0	1	4	2	1	3	3	1	1	1	0	18	
Number of students with a substantial reading deficiency	0	2	0	1	5	0	0	3	5	1	3	3	3	26	
	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	2	0	1	4	2	1	3	5	4	3	3	4	32

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	1	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	0	1	1	3	5	0	11

Date this data was collected or last updated

Thursday 9/1/2022

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	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	

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		47%	55%					54%	61%
ELA Learning Gains								56%	59%
ELA Lowest 25th Percentile								53%	54%
Math Achievement		40%	42%					57%	62%
Math Learning Gains								57%	59%
Math Lowest 25th Percentile								52%	52%
Science Achievement		45%	54%					50%	56%
Social Studies Achievement		50%	59%					76%	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%	51%	-51%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	52%	-52%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	7%	44%	-37%	52%	-45%
Cohort Comparison		0%				
08	2022					
	2019	40%	49%	-9%	56%	-16%
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	57%	-57%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	21%	47%	-26%	54%	-33%
Cohort Comparison		0%				
08	2022					
	2019	0%	32%	-32%	46%	-46%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	49%	-49%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	40%	-40%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	67%	-22%	67%	-22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	68%	5%	70%	3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	61%	-61%	57%	-57%

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	15			19							
WHT	8			21							
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	42			31							
BLK				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							

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)	CSI
OVERALL Federal Index – All Students	10
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	30

ESSA Federal Index	
Total Components for the Federal Index	3
Percent Tested	79%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	
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

Multiracial Students	
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	15
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?

7th grade ELA. Contributing factors include the 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?

Biology. Factors that contributed: an increase in enrollment at a 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 the 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?

Higher levels of direct support and attendance.

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.

1. Attendance
2. Participation in virtual learning and online tutoring.
3. Using PMs and PMAs to identify students/standards with the need for improvement.
4. Differentiate instruction during small group instruction.
5. Mental Health Awareness (while working with students at the SIPP facility).

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 ELA 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 state FAST ELA Progress Monitoring Assessments. Teachers will use the data to help drive instruction and support the students. Teachers will also access Edgenuity standards and quiz/test scores to differentiate their instruction within their ELA classes.

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.

During Common Planning and Early Release training administration will guide the teachers through best practices to access and accurately review data. Teachers will go over the implementation of best practices with the school administration. School administration will conduct classroom observations to ensure these best practices are being put in place.

Rationale for Evidence-based Strategy:

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

Research has proven that observation of implementation is the most effective strategy to ensure practices are being understood and taught. This is the most effective type of monitoring to ensure the students are receiving highly effective instruction that will build their skills to promote academic success.

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.

Teacher Training - How to research and disaggregate available data from State Progress Monitoring Assessments and Also District PMAs.

Person Responsible

Matthew Macy (macym@duvalschools.org)

Teacher Strategies - During Common Planning and Early Release, the lead teachers will go over strategies to be utilized while reviewing the data. Observation and monitoring of these planning times will ensure everyone is on the same page and Instructional achievement is the primary focus.

Person Responsible

Matthew Macy (macym@duvalschools.org)

Classroom Observations - Within 10 days of observing the planning sessions the teachers will be observed through an information observation tool. It will be determined if the teachers are using said skills to bolster student learning and academic achievement.

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

Many Hospital Homebound students will need to be referred to the ESE office for evaluations. Our typical students coming into K-2 will need an Academic/Adaptive evaluation to ensure the most appropriate curriculum is in place for these students. Our general education teachers will go over Waterford, iReady results to determine the needs of the individual during a diagnostic test. The teachers will then differentiate their instruction when working 1:1 with students.

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

This year the teachers are becoming proficient in tests/gathering results from the new State FAST Progress Monitoring Assessments. They will use these results to identify individual needs. We have also increased instructional time for our students 3-5 by having small group instruction virtually four days a week.

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)

N/A due to the nature of fluidity in the program. Our students are being enrolled/dismissed on a daily basis.

Grades 3-5: Measureable Outcome(s)

N/A due to the nature of fluidity in the program. Our students are being enrolled/dismissed on a daily basis.

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.

We will be looking at the subgroup of students that is with us for the whole year to determine growth in the Area of FOCUS category. For other students, we will monitor through formative assessments the growth during enrollment at our school.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Macy, Matthew , macym@duvalschools.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. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

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

Yes, our practices do align and meet the definition of evidence-based practices.

Assess, Analyze, and Change Instructional practices to best achieve outcomes.

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?

The evidence-based practices will address the identified need. We will use the results of the assessments and determine the change to instruction to best fit each individual child.

Data analysis and instruction implementation is proven.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The administration conducts a deep dive into prior test scores and analytics. The Administration becomes proficient in analyzing data of new progress monitoring assessments.	Macy, Matthew , macym@duvalschools.org
Administration oversees PLC's and Early Release trainings to ensure the teachers understand how to access and analyze data.	Macy, Matthew , macym@duvalschools.org
Observations and coaching cycles with teachers by administration. Making sure that the steps needed to take to achieve measurable outcomes is in place.	Macy, Matthew , macym@duvalschools.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.

Parent Engagement

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

Our teachers will be working closely with parents to ensure student success. We will collect data that refers to the percentage of parents that are linked to the parent portal on FOCUS, linked to the family account for B.E.S.T. standards on the FLAssessments website. We will also gauge the involvement of parents during progress report meetings, lack of adequate progress, etc by communication and attendance of parents.

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

School administration will send bulk messages in Edgenuity SIS and also Blast emails to encourage parents to sign up for those most important portals where they will be able to access important student information. Data will also be sent home (email and school mail) for individual score reports. Teachers will then follow up with the parents to discuss how they will move forward with tier 3 supports to work on the identified needed skills.

Describe how implementation will be progress monitored.

The administration will follow up with teachers and parents regarding score results and the implementation of new strategies. The administration will also look at data later in the year to gauge any changes that took place.

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
Send out Blast emails and messages in Edgenuity SIS to have parents sign up for the Parent FOCUS Portal along with the family account for B.E.S.T.	Macy, Matthew , macym@duvalschools.org
Teachers will report to administration the % of parents that have signed up for both accounts. The Administration will be informed when a parent/teacher conference takes place to discuss assessment results and the changes will take place. Teachers will also include % of parents that are willing to meet/involment.	Macy, Matthew , macym@duvalschools.org