S. A. Hull Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

S. A. Hull Elementary School

7528 HULL ST, Jacksonville, FL 32219

http://www.duvalschools.org/hull

Demographics

Principal: Rashard Willis

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: A (66%) 2015-16: C (43%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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.

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.

Table of Contents

S. A. Hull Elementary School

7528 HULL ST, Jacksonville, FL 32219

http://www.duvalschools.org/hull

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	A	C

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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.

Provide an educational experience of Mastery & Excellence centered on Explicit Data-Driven Instruction and Caring Relationships that foster the whole child for Every Classroom, Every Student, Every Day.

Provide the school's vision statement.

Ensure every student is Encouraged, Inspired and Prepared with the necessary skills to be successful in the Classroom, College or a Career and Life.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Willis, Rashard	Principal	The principal provides strategic direction for the school centered on assessing & supporting instructional methods, monitoring student achievement, encouraging parent involvement, and developing safety protocols and emergency response procedures.
Branch, Lakenya	Assistant Principal	The assistant principal assists the principal in instructional leadership, monitoring student achievement, and supports positive behavior interventions & systems along side the school counselor.
Rouse-Mingo, Girleaner	Instructional Coach	The instructional coach supports instructional through coaching cycles, provides instructional staff with teaching strategies, feedback and modeling based on classroom observations.
Augustine, Dorothy	Teacher, K-12	Teacher, K-12 serves as a lead teacher, mentor and content specific (reading) expert who supports school wide instruction through providing reading strategies that help to increase student competencies and skills in reading.
Everett, Julie	School Counselor	The School Counselor provides support in the areas of academics, social-emotional development, positive behavior interventions & systems, and college & career readiness for students school wide.
Pickford, Victoria	Teacher, ESE	The ESE VE Teacher helps to identify and provide instructional support for students with disabilities.

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	45	41	43	43	51	45	0	0	0	0	0	0	0	268
Attendance below 90 percent	12	18	18	10	16	15	0	0	0	0	0	0	0	89
One or more suspensions	4	2	6	4	5	3	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	1	19	20	0	0	0	0	0	0	0	40

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	2	1	11	14	0	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	4	3	0	0	0	0	0	0	0	7

FTE units allocated to school (total number of teacher units)
13

Date this data was collected or last updated
Thursday 8/1/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	38%	50%	57%	48%	49%	55%
ELA Learning Gains	72%	56%	58%	65%	56%	57%
ELA Lowest 25th Percentile	73%	50%	53%	81%	54%	52%
Math Achievement	59%	62%	63%	68%	62%	61%
Math Learning Gains	62%	63%	62%	80%	63%	61%
Math Lowest 25th Percentile	55%	52%	51%	61%	54%	51%
Science Achievement	31%	48%	53%	56%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	45 (0)	41 (0)	43 (0)	43 (0)	51 (0)	45 (0)	268 (0)
Attendance below 90 percent	12 ()	18 ()	18 ()	10 ()	16 ()	15 ()	89 (0)
One or more suspensions	4 ()	2 (0)	6 (0)	4 (0)	5 (0)	3 (0)	24 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	5 (0)	0 (0)	0 (0)	5 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	1 (0)	19 (0)	20 (0)	40 (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.

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

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	25%	51%	-26%	58%	-33%	
	2018	25%	50%	-25%	57%	-32%	
Same Grade Comparison		0%					
Cohort Comparison							
04	2019	45%	52%	-7%	58%	-13%	
	2018	38%	49%	-11%	56%	-18%	
Same Grade Comparison		7%					
Cohort Comparison		20%					
05	2019	41%	50%	-9%	56%	-15%	
	2018	49%	51%	-2%	55%	-6%	
Same Grade Comparison		-8%					
Cohort Comparison		3%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	48%	61%	-13%	62%	-14%	
	2018	67%	59%	8%	62%	5%	
Same Grade Comparison		-19%					
Cohort Comparison							
04	2019	72%	64%	8%	64%	8%	
	2018	65%	60%	5%	62%	3%	
Same Grade Comparison		7%					
Cohort Comparison		5%					
05	2019	58%	57%	1%	60%	-2%	
	2018	59%	61%	-2%	61%	-2%	
Same Grade Comparison		-1%					
Cohort Comparison		-7%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	28%	49%	-21%	53%	-25%	
	2018	37%	56%	-19%	55%	-18%	
Same Grade Comparison		-9%					
Cohort Comparison							

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	38	68		58	79	80					

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
BLK	35	71	76	57	61	50	26				
FRL	33	69	70	58	59	61	34				

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	17	64		30	31						
BLK	39	62	60	67	71	53	39				
FRL	36	59	61	65	66	50	39				

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	10			30							
BLK	50	65	81	70	80	61	58				
FRL	39	62	79	60	75	65	50				

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)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	65
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

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%	

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%	

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%	

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%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

Science Achievement showed the lowest performance at 31%. This has decreased the last two years so while it is not yet a trend, it is definitely of concern. Contributing factors may include but are not limited to student attendance, science supplemental curriculum, and student reading proficiency.

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

Science Achievement showed the greatest decline from the previous year with a 8% decrease. Contributing factors may include but are not limited to student attendance, science supplemental curriculum, and student reading proficiency.

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.

Science Achievement had the greatest gap when compared to the state average (38% to 57%) with a gap of 19%. Contributing factors may include but are not limited to student attendance, science supplemental curriculum, and student reading proficiency.

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

ELA Lowest 25th Percentile showed the most improvement. Several new actions contributed to this improvement including establishing an ELA club during resource periods that focused on standards based focused and after school tutoring.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas of concern from the EWS data Part I (D) are attendance and Level 1 performance on statewide assessments (Reading & Math).

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

1. Increasing Science Achievement to 38%
2. Increasing ELA Achievement to 40%
3. Increasing Math Achievement to 69%
4. Increasing Math Gains to 72%
5. Increasing Math Lowest 25th Percentile to 65%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve Science Achievement
Rationale	It is a concern that for the past two years, we have decreased in Science Achievement (56% in 2017, 39% in 2018, 31% in 2019). Data shows that our ELA Lowest 25th Percentile students and students we consider on the "bubble" for Science Achievement are continuing to struggle.
State the measurable outcome the school plans to achieve	Science Achievement will increase from 31% to 38% for the 2019-2020 school year.
Person responsible for monitoring outcome	Rashard Willis (willisr1@duvalschools.org)
Evidence-based Strategy	If we align ELA instructional strategies with our science lesson planning and focus on connecting hands on student inquiry directly to Science Standards, we will be able to improve student achievement in Science.
Rationale for Evidence-based Strategy	This strategy will support student understanding and retention of science concepts. It will also provide teachers with a deeper understanding of the Science Standards and help lesson planning.

Action Step

Description	1. Utilize Science Club with fidelity focused on "Bubble Students". 2. Utilize Title 1 funds purchase supplemental science curriculum for corrective instruction. 3. Provide professional development monthly for our science instructional staff. 4. Progress monitor and adjust instruction as it relates to yearly science data. 5. Utilize Title 1 to fund STEAM field trips for students to connect learning. 6. Utilize Title 1 to fund a general education teacher for science.
Person Responsible	Rashard Willis (willisr1@duvalschools.org)

#2	
Title	Improve ELA & Math Achievement
Rationale	While our "Lowest 25th Percentile" increased in Math and ELA Gains, there was no increase in ELA Achievement (38% in 2018 & 38% in 2019) and there was a decrease in Math Achievement (66% in 2018 to 59% in 2019). Our data shows that we have an opportunity with 3rd Grade students, especially in Math where we had a 19% decrease in Math Achievement. Overall, we have a large population of students who need fundamental reading and math skills.
State the measurable outcome the school plans to achieve	ELA Achievement will increase from 38% to 40% for the 2019-2020 school year. Math Achievement will increase from 59% to 69% for the 2019-2020 school year.
Person responsible for monitoring outcome	Rashard Willis (willisr1@duvalschools.org)
Evidence-based Strategy	If we introduce supplemental curriculum & interventions (Corrective Reading and Acaletics) to support student learning and teacher instruction in these areas, and facilitate small group instruction with our Math Interventionist, we will be able to improve both ELA and Math Achievement overall.
Rationale for Evidence-based Strategy	Our Assistant Principal and Math Interventionist will be responsible for ensuring Corrective Reading and Acaletics are implemented with fidelity everyday. The Principal, Assistant Principal, and Math Interventionist will be responsible for targeted groups of students weekly to provide additional interventions and progress monitoring. The leadership team will meet bi- weekly with the instructional staff to analyze data to adjust instruction.
Action Step	
Description	1. Utilize Title 1 funds to purchase Corrective Reading & Acaletics to address fundamental reading and math deficits. 2. Utilize Title 1 to fund a Math Interventionist and general educational math teacher. 3. Provide professional development that focuses on understanding standards based instruction and effective delivery of instruction. 4. Progress monitor and adjust instruction based upon teacher and student feedback. 5. Utilize ELA & Math Clubs with fidelity focused on 3rd Grade students, LPQ students and "bubble students".
Person Responsible	Rashard Willis (willisr1@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Samuel A. Hull Elementary is focused on building positive relationships with parents, families, and other community stakeholder through our School Advisory Council, PTA and Parent Involvement meetings. Parents are engaged weekly though our school newsletter and and we have an "open door policy" of service to address hte needs and concerns of all stakeholders. In addition, the following activities are designed to to fulfill the school's mission and support the needs of students:
• Family Game Night
• FSA Parent Night Workshops (ELA and Math)
• FCAT Science 2.0 Parent Night Workshops
• Parents Lunch & Learn
• School-wide Book Fair
• School-wide Data Chats
• Annual Title I/Open House
• Parent Resource Center
• Awards Ceremonies
• Parent Teacher Conferences

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Samuel A. Hull Elementary is committed to providing an educational experience of Mastery & Excellence centered on Explicit Data-Driven Instruction and Caring Relationships that foster the whole child for Every Classroom, Every Student, Every Day. Our goal is to help all students reach high levels of academic and social achievement. In order to facilitate students needs on campus, we offer a full time behavior specialist through Full Service Schools and we partner with Communities in Schools to provide a safe after school program for students on campus. We encourage and celebrate all students with incentives for academic and behavior achievements throughout the year. In addition, school wide we perform Calm Classroom every morning for all students.We have also partnered with several faith based organizations to mentor students and communicate to parents helpful articles and tips for support their student(s) social emotional needs at home. We offer district sponsored workshops through parent academy for parents also.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Annually, we provide VPK and any new incoming parents and students the opportunity to tour the campus and meet with Principal to ask questions and understand the culture of the school. We offer Open House, Wednesdays with Willis and Family Nights as opportunities to ask visit the school, meet teachers and questions. In January, we participate in the school choice expo which highlights the school and gives prospective students the opportunity to learn more about the school. Also, offer annually a Middle School Event in which middle school visit our campus and 5th grade students are able to ask questions about transitioning to 6th grade.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Our school leadership meets bi-weekly to revisit school wide SIP goals. We analyze academic & behavioral data, adjust instruction or strategy if necessary, and plan professional development based off observations and teacher feedback. Our leadership team consist of the Principal, Assistant Principal, Instructional Coach, Reading Lead, School Counselor and ESE Lead. This team also monitors student progress of support (Tier I, II, and III) and provides feedback on next steps for student progression. Common planning is facilitated by the principal, assistant principal, and instructional coach in an effort to support lesson planning, shift instruction based on the most recent data, and provide professional development to instructional staff.

As a Title I school, we receive local, state and federal funds to support student achievement. These funds are used to purchase technology, curriculum, instructional staff, support staff, and provide educational experiences that enrich the lives of our students.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our school magnet focus has shifted to STEAM in that we are working to prepare students for the careers of tomorrow, today. Partnerships with Edward Waters College and Americrop allow college students to work directly with our students for field experience. Also, our partnership with Communities in Schools allows our school to provide students with additional resources that support college and career awareness after school. We also offer student organizations such as Teachers of Tomorrow (TOTs), Safety Patrols, Student Council, Graphic Design through the Cathedral Arts project, and our Broadcast Media Club which helps promote interest in advancement past elementary school for our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Improve Science Achievement	$0.00
2	III.A.	Areas of Focus: Improve ELA & Math Achievement	$0.00
		Total:	$0.00