S. A. Hull Elementary School

2021-22 Schoolwide Improvement Plan

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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: 8/19/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 5/31/2022.

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position 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.
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.

Demographic Information

Principal start date
Thursday 8/19/2021, Rashard Willis

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.*

4

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.*

1

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

161

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

4

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

4

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	12	22	23	32	33	25	0	0	0	0	0	0	0	147
Attendance below 90 percent	0	0	0	0	5	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	1	1	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	2	2	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - 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	27	26	31	25	34	26	0	0	0	0	0	0	0	169
Attendance below 90 percent	0	0	0	0	7	7	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	2	0	0	0	0	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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	5	3	0	0	0	0	0	0	0	8

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	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	27	26	31	25	34	26	0	0	0	0	0	0	0	169
Attendance below 90 percent	0	0	0	0	7	7	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	2	0	0	0	0	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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	5	3	0	0	0	0	0	0	0	8

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	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				38%	50%	57%	38%	50%	56%
ELA Learning Gains				72%	56%	58%	62%	51%	55%
ELA Lowest 25th Percentile				73%	50%	53%	61%	46%	48%
Math Achievement				59%	62%	63%	66%	61%	62%
Math Learning Gains				62%	63%	62%	68%	59%	59%
Math Lowest 25th Percentile				55%	52%	51%	50%	48%	47%
Science Achievement				31%	48%	53%	39%	55%	55%

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	25%	51%	-26%	58%	-33%
Cohort Comparison						
04	2021					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-25%				
05	2021					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	61%	-13%	62%	-14%
Cohort Comparison						
04	2021					
	2019	72%	64%	8%	64%	8%
Cohort Comparison		-48%				
05	2021					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	28%	49%	-21%	53%	-25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-2
Previous Year's Performance Data (iReady)
iReady Reading
IReady Math
Teacher Developed Assessments & Learning Task
End-of-Unit Module Assessments
Reading Mastery Placement/Assessments
Acaletics (Grade 3 Only)

Grades 3-5
Previous Year's Performance Data (FSA, FCAT, iReady)

District Baseline Data
iReady Reading
IReady Math
Achieve 3000
STAR/Freckle (Grades 4-5 Only)
Acaletics
Corrective Reading Placement/Assessments
Teacher Developed Assessments & Learning Task
Writing Samples
End-of-Unit Module Assessments
District Standards Assessments
District Mid-Year Scrimmage Standards Assessments
Progress Monitoring Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27%	25%	32%
	Economically Disadvantaged	29%	25%	33%
	Students With Disabilities	0%	0%	0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19%	24%	37%
	Economically Disadvantaged	21%	25%	33%
	Students With Disabilities	0%	0%	0%
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	29%	52%
	Economically Disadvantaged	24%	26%	46%
	Students With Disabilities	0%	0%	0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	19%	45%
	Economically Disadvantaged	7%	8%	42%
	Students With Disabilities	0%	0%	0%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	15%	19%
	Economically Disadvantaged	25%	18%	13%
	Students With Disabilities	0%	0%	20%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48%	38%	37%
	Economically Disadvantaged	38%	41%	30%
	Students With Disabilities	100%	75%	40%
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	32%	32%
	Economically Disadvantaged	22%	32%	35%
	Students With Disabilities	25%	0%	20%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	31%	21%
	Economically Disadvantaged	22%	28%	15%
	Students With Disabilities	25%	50%	20%
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	30%	38%
	Economically Disadvantaged	32%	31%	38%
	Students With Disabilities	50%	50%	50%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	35%	43%
	Economically Disadvantaged	53%	38%	44%
	Students With Disabilities	50%	50%	50%
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	40%	57%
	Economically Disadvantaged	39%	38%	56%
	Students With Disabilities	0%	50%	100%
	English Language Learners			

Subgroup Data Review

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
BLK	28	67		41	83		33				
FRL	26	64		40	79		20				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	38	68		58	79	80					
BLK	35	71	76	57	61	50	26				
FRL	33	69	70	58	59	61	34				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	17	64		30	31						
BLK	39	62	60	67	71	53	39				
FRL	36	59	61	65	66	50	39				

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	47
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	237
Total Components for the Federal Index	5
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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
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	50
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

Across all grade levels, math proficiency is trending down. Also, African American Males are trending lower than other sub groups. Reading proficiency has also decreased but not at the same rate as Math. While deceasing, Reading proficiency and Science proficiency are with in within 2-3 percentage points in previous years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math Proficiency (20% decrease)
Reading Proficiency (11% decrease)
Science Proficiency (2% decrease)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Need for Improvement
*Covid-19 (attendance)
*At home learning
*Deficient in students' previous knowledge in math & reading
*Lack of knowledgeable instructional staff grades 3-5

New actions
*Additional health measures to mitigate the spread of Covid-19
*Students returning to in person learning
*Additional student tutoring and incentives to encourage student learning
*Recruiting, Retention, and Professional Development of quality instructional staff for grades 3-5

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

*Math Gains (79%). This is a 17% increase from 2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

*Because of Covid, this year our school did not have an LPQ and because there was no assessment for the 2020 school year only 5th Grade students (and one 4th grader) accounted for the all of the schools gains. Strong instruction in 5th grade math was the difference maker in math gains. Actions taken, we placed our strongest math teacher with our 5th grade students.

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

*Additional student tutoring and incentives to encourage student learning
*Recruiting, Retention, and Professional Development of quality instructional staff for grades 3-5

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.

• Establish a weekly collaborative common planning for Grades 3-5 to support standards based instruction, lesson planning, review student activities/tasks for alignment, and review assessment data to guide instruction.

• Create a "shared" walkthrough tool/instructional guidance form that aligns with the SWT and provides teachers with a weekly "look for" when planning

• New Teacher Support, Mentoring, & Modeling, implementation of coaching cycle per the leadership feedback to support instruction.

• Small group support for Grades 3-5 (ELA, Math, & Science) including District Specialist support for Grades 3-5

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

• Weekly classroom walkthroughs using the Standards Walkthrough Tool (SWT) to support standards based instruction that's focused on teacher and student engagement.
• Review SWT Data, STAR/Freckle, & Achieve data as a leadership team and adjust instructional approach as needed
• Student/Teacher data chats for goal setting (weekly/monthly/mid-year)

• Weekly/Monthly student & class celebrations for achieving goals

• After School and in school weekly tutoring for identified LPQ and retained students during Boys & Girls Club academic block.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Instructional delivery ensure that students are exposed to standards aligned instruction, tasks, and assessments.

Measurable Outcome:	Schools need to ensure students are receiving standards-aligned and grade appropriate instruction, so that they are prepared to face the assessments designed by the state along with the following year's progression of standards.
Monitoring:	• Previous Year's Performance Data (FSA, FCAT, iReady) • District Baseline Data • iReady Reading & Math (K-2) • Achieve 3000 (3-5) • STAR/Freckle (3-5) • Corrective Reading Placement/Assessments • Teacher Developed Assessments & Learning Task • Standards Walkthrough Tool Data, Teacher Feedback, & Teacher Surveys • End-of-Unit Module Assessments • District Standards Assessments • District Mid-Year Scrimmage Standards Assessments
Person responsible for monitoring outcome:	Rashard Willis (willisr1@duvalschools.org)
Evidence-based Strategy:	The Administrative Team will use the Classroom Walk-through Tool to determine alignment of the instruction, tasks, and assessments to the standards, according to the Learning Arc. According to the observational data, adjustments will be made to the instruction, tasks and/ or assessments to ensure there is alignment to the standards. Teachers will use student work analysis protocol to analyze student work, ensure alignment, and make adjustments to instruction with the support of the instructional coaches, administration, and district.
Rationale for Evidence-based Strategy:	Classroom observations will be conducted by teachers together with administrators after planning of a lesson for further professional development. Administrators, Instructional Coaches, and District support staff will continuously observe instruction and provide feedback through standards based walk-through tool, informal and formal observations.

Action Steps to Implement

1. Review of first draft of School Improvement Plan to Standards Aligned Instruction with faculty & staff
2. Facilitate Professional Development with Faculty & Staff on Learning ARCs and Standards Based Instruction
3. Conduct standards based instruction walkthroughs
4. Support PLC & Common Planning for standards based instruction

Person Responsible	Rashard Willis (willisr1@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	While we saw a gains of 79% in Math, we saw a decrease in Math Achievement (59% in 2019 to 39% in 2021). Our data shows that we have an opportunity with 4th and 5th Grade students students who are in need fundamental math skills missed during the virtual learning of the past 18 months.
Measurable Outcome:	Math Achievement will increase from 39% to 59% for the 2021-2022 school year.
Monitoring:	• Previous Year's Performance Data (FSA, FCAT, iReady) • District Baseline Data • STAR/Freckle • Acaletics • Teacher Developed Assessments & Learning Task • End-of-Unit Module Assessments • District Standards Assessments • District Mid-Year Scrimmage Standards Assessments
Person responsible for monitoring outcome:	Rashard Willis (willisr1@duvalschools.org)
Evidence-based Strategy:	If we introduce continue with using supplemental curriculum & interventions (Freckle & Acaletics) to support student learning and teacher instruction in these areas, and facilitate small group instruction with our Math Interventionist & district support, and improve standards based instruction, we will be able to improve Math Achievement overall.
Rationale for Evidence-based Strategy:	The Principal and Math Interventionist will be responsible for improving standards based instruction, creating targeted groups of students weekly to provide additional interventions and progress monitoring. Also, our leadership team, district specialist and Acaletics program support will be responsible for ensuring Acaletics is implemented with fidelity everyday. The leadership team will meet weekly with the instructional staff to analyze data to adjust instruction.

Action Steps to Implement

1. Utilize Title 1 funds to purchase supplies to support tutoring and instructions.
2. Utilize Title 1 funds to provide a Math Interventionist for our students who need individualized support and instruction designed to meet their needs.
3. Utilize Title 1 funds to provide tutors for our students to address areas of weakness based on our comprehensive needs assessment. Tutors will serve to provide additional support to at-risk students so we can move them towards proficiency.
4. Provide professional development that focuses on understanding standards based instruction and effective delivery of instruction.
5. Progress monitor and adjust instruction based upon teacher and student feedback.
6. Utilize Math Clubs with fidelity focused on 3rd & 4th Grade students, LPQ students and "bubble students".

Person Responsible Rashard Willis (willisr1@duvalschools.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	While we saw a gains of 63% in ELA, this was a 11% decrease from 201. Also, there was a decrease in ELA Achievement (38% in 2019 to 27% in 2021). Our data shows that we have an opportunity with 4th and 5th Grade students students who are in need fundamental reading skills missed during the virtual learning of the past 18 months.
Measurable Outcome:	ELA Achievement will increase from 27% to 38% for the 2021-2022 school year.
Monitoring:	• Previous Year's Performance Data (FSA, FCAT, iReady) • District Baseline Data • iReady Reading • Achieve 3000 • STAR/Freckle (Grades 4-5 Only) • Corrective Reading Placement/Assessments • Teacher Developed Assessments & Learning Task • Writing Samples • End-of-Unit Module Assessments • District Standards Assessments • District Mid-Year Scrimmage Standards Assessments
Person responsible for monitoring outcome:	Rashard Willis (willisr1@duvalschools.org)
Evidence-based Strategy:	If we continue with using supplemental curriculum & interventions (Corrective Reading, Reading Mastery) to support student learning and teacher instruction in these areas, and facilitate small group instruction with our Assistant Principal & district support, and improve standards based instruction, we will be able to improve ELA Achievement overall.
Rationale for Evidence-based Strategy:	The Principal and Assistant Principal will be responsible for improving standards based instruction, creating targeted groups of students weekly to provide additional interventions and progress monitoring. Also, our leadership team and district specialist will be responsible for ensuring Corrective Reading is implemented with fidelity everyday. The leadership team will meet weekly with the instructional staff to analyze data to adjust instruction.

Action Steps to Implement

1. Utilize Title 1 funds to purchase of Corrective Reading to address fundamental reading deficits.
2. Utilize Title 1 funds to provide tutors for our students to address areas of weakness based on our comprehensive needs assessment. Tutors will serve to provide additional support to at-risk students so we can move them towards proficiency.
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 Clubs with fidelity focused on 3rd & 4th Grade students, LPQ students and "bubble students".

Person Responsible	Rashard Willis (willisr1@duvalschools.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	We have decreased in Science Achievement (56% in 2017, 39% in 2018, 31% in 2019, & 29% in 2021). Data shows that our 5th grade ELA Lowest 25th Percentile students and students we consider on the "bubble" for Science Achievement are continuing to struggle.
Measurable Outcome:	Science Achievement will increase from 29% to 35% for the 2021-2022 school year.
Monitoring:	• District Baseline Data • Achieve 3000 • STAR/Freckle • Corrective Reading Placement/Assessments • Teacher Developed Assessments & Learning Task • Writing Samples • End-of-Unit Module Assessments • District Standards Assessments • District Mid-Year Scrimmage Standards Assessments
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 Steps to Implement

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 per the district's Science Dept.
4. Progress monitor and adjust instruction as it relates to yearly science data.
5. Utilize Title 1 funds to provide students with field experiences to support standards based instruction through real-world experiences. Students will apply the standards learned in the classroom to these real-world experiences."
6. Utilize Title 1 funds to provide tutors for our students to address areas of weakness based on our comprehensive needs assessment. Tutors will serve to provide additional support to at-risk students so we can move them towards proficiency.

Person Responsible	Rashard Willis (willisr1@duvalschools.org)

#5. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our school has seen a steady decline in Average Daily Attendance (ADA) from 2019-2021 (91.36% to 86.17%) There are multiple factors (school enrollment, covid, etc.) that have attributed to these numbers. Our data shows that we have an opportunity increase ADA with 3rd-5th Grade students.
Measurable Outcome:	ADA will increase from 86.17% to 92% for 2021-2022 school year.
Monitoring:	Attendance: • Daily/Weekly Attendance • ADA (School Wide)
Person responsible for monitoring outcome:	Rashard Willis (willisr1@duvalschools.org)
Evidence-based Strategy:	If we continue monitoring and following up with students who are missing 3+ within a 5 day period, have our school counselor to in implement additional supports for students who have multiple referrals and create incentives for students to attend school, we will improve Attendance Data.
Rationale for Evidence-based Strategy:	Attendance: • Monitor & analyze attendance data in weekly leadership meeting • Teachers, School Counselor, & Front Office Staff will make weekly phone calls to students who have missed 3+ days within a 5 day span • Development attendance plan for late & early pick up students • Provide after school options for early pick students (Boys & Girls Club) • Celebrate perfect and improved attendance students and class (weekly/monthly)

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

From 2019-2021, we have maintained a steady from decrease in referrals (34,43,37) & out of school suspensions, OSS (155, 53, 33). Our data shows that we have an opportunity with 3rd-5th Grade students to continue to decrease our referrals and OSS.

Our goals
Referrals will decrease from 34 to 25 for the 2021-2022 school year.
OSS will decrease from 33 to 15 for the 2021-2022 school year.

Monitoring for Discipline:
• Referrals
• Positive Referrals
• PBIS measures

Discipline:
• Monitor referrals (amount, time of day) and review during weekly leadership meeting
• School Counselor will develop behavior contacts for students with 2+ referral (same level)
• Partner with community organization to develop student leadership group Grade 3-5 students
• School wide bullying support for all grade levels
• Celebrate student(s) behavior success & growth (weekly/monthly)

If we continue monitoring and following up with students who who have multiple referrals in a 5 day period, have our school counselor to in implement additional supports for students and focus on our PBIS plan school wide, we will improve Discipline Data.

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.

As a 2019-2021 PBIS Resilient Model School, 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 though our school newsletter and and we have an "open door policy" of service to address the 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

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

Key stakeholders:
• Boys & Girls Club of Jacksonville
• Full Service Schools
• First Coast Leadership Foundation
• Faith Based Partners: Church of God Sanctuary of Praise, Woodlawn Presbyterian Church, & Greater Beulah Missionary Baptist Church

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
3	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
4	III.A.	**Areas of Focus: Instructional Practice: Science**	$0.00
5	III.A.	**Areas of Focus: Culture & Environment: Student Attendance**	$0.00
		Total:	**$0.00**