

Duval County Public Schools

S. A. Hull Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (51%) 2018-19: B (56%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

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

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	0

S. A. Hull Elementary School

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<http://www.duvalschools.org/hull>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

Sunday 7/1/2018, Rashard Willis

Number of teachers with a 2022 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 2022 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.*

5

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

170

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

Using prior year's data, complete the table below with the number of students by current 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	19	21	18	26	31	31	0	0	0	0	0	0	0	146
Attendance below 90 percent	0	1	0	1	0	1	0	0	0	0	0	0	0	3
One or more suspensions	1	5	1	4	0	5	0	0	0	0	0	0	0	16
Course failure in ELA	0	5	3	3	11	13	0	0	0	0	0	0	0	35
Course failure in Math	2	2	1	1	2	7	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	11	13	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	2	7	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	0	0	3	20	20	0	0	0	0	0	0	0	43

Using the table above, complete the table below with the number of students by current grade level who have 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	4	1	4	4	18	0	0	0	0	0	0	0	31

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Saturday 7/30/2022

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	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	

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	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	

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	31%	50%	56%				38%	50%	57%
ELA Learning Gains	62%						72%	56%	58%
ELA Lowest 25th Percentile	75%						73%	50%	53%
Math Achievement	38%	48%	50%				59%	62%	63%
Math Learning Gains	67%						62%	63%	62%
Math Lowest 25th Percentile	64%						55%	52%	51%
Science Achievement	23%	59%	59%				31%	48%	53%

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	25%	51%	-26%	58%	-33%
Cohort Comparison		0%				
04	2022					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-25%				
05	2022					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-45%				

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	48%	61%	-13%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	72%	64%	8%	64%	8%
Cohort Comparison		-48%				
05	2022					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	49%	-21%	53%	-25%
Cohort Comparison						

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	14	46		31	58						
BLK	34	61	73	41	67	60	24				
FRL	30	61	73	32	62		12				
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
BLK	28	67		41	83		33				
FRL	26	64		40	79		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	38	68		58	79	80					
BLK	35	71	76	57	61	50	26				
FRL	33	69	70	58	59	61	34				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

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

Content areas ELA & Math for 3rd & 4th Grade either maintained or increased. 3rd grade ELA & 4th Grade math both saw double digit increases. 5th Grade trended down in all content areas. There was an overall increase in ELA Proficiency by +4, an overall decrease by -1 in Math and a decrease by -6 in Science. Both ELL and ESE students did not see significant growth in ELA but maintained or increase in Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

- 5th Grade Math (25% Decrease)
- 5th Grade ELA (9% Decrease)
- 5th Grade Science (12% 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

- *Deficient in students' previous knowledge in math & reading attributed to COVID & attendance
- *Novice instructional staff grades 3-5

New actions

- *Additional focus on ADA school wide
- *Increase in targeted intervention for 3rd-5th grade students ESE and ELL students
- *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 2022 state assessments, showed the most improvement?

Overall ELA proficiency increased +4

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

Targeted interventions for 3rd-5th grade students (Reading Mastery 3rd-5th, Mainstream Tutoring 3rd grade, increase after-school tutoring for 3rd-5th grade students)

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

- *Continued professional development/learning for teachers
- *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.

- *Weekly/Monthly focus on new statewide standards and content curriculum
- *Additional professional development support for teacher instruction of ELL & ESE students
- *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.
- *Continued use of “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.

- *Use of the district's Standards Walkthrough Tool (SWT) that's more focused on student learning and interaction. This will help to support standards based instruction that's focused on teacher and student engagement.
- *Increased review SWT Data, STAR/Freckle, Achieve, and 3rd-5th achievement 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.
- *Increased 3rd grade Mainstream tutoring and introduction of 2nd grade mainstream tutoring

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional delivery that ensures students are exposed to grade level tasks, and assessments aligned to B.E.S.T. Standards.

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

We are dedicated to ensuring students are receiving B.E.S.T. standards based and grade appropriate instruction, so that they are prepared to face the FAST assessment designed by the state along with the following year's progression of standards.

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

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

The Administrative Team will use the updated classroom walk-through tool to determine alignment of the instruction, tasks, and assessments to the B.E.S.T. standards. 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 interventionists, administration, and district.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Classroom observations will be conducted by teachers together with administrators after planning of a lesson for further professional development. Administrators, Interventionists, and District support staff will continuously observe instruction and provide feedback through standards based walk-through tool, informal and formal observations.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Review of first draft of School Improvement Plan to Standards Aligned Instruction with faculty & staff
2. Facilitate Professional Development with Faculty & Staff on B.E.S.T Standards
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 ELA

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

There was a 4% increase overall in ELA proficiency. Our data shows that we have an opportunity with raising 3rd grade students who are in need fundamental reading skills. Similarly, there has to be an increased focus on 4th and 5th grade ELA students with respects to main idea and writing.

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

ELA Achievement will increase to 43% or higher for the 2022-2023 school year.

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

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

If we continue with using supplemental curriculum & interventions (Corrective Reading & UFLI) 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. Protecting instruction time and having and "uninterrupted" reading block will also support learning greatly. There also will be a focus on B.E.S.T. Standards and helping teachers better understand how to align their instruction and increase support for student achievement through Mainstream Tutoring.

**Rationale for
Evidence-**

The Principal, Assistant Principal, and Interventionist will be responsible for improving standards based instruction, creating targeted groups of students weekly to provide

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

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

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.

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".
6. Utilize Title 1 funds to provide full time classroom teacher to support class size.

Person Responsible Rashard Willis (willisr1@duvalschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

There was a decrease in Math Achievement (59% in 2019 to 39% in 2021 to 38% for 2022). Our data shows that we have an opportunity with 4th and 5th Grade students students who are in need fundamental math skills.

Measurable

Outcome:

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

Math Achievement will increase to 50% for the 2022-2023 school year.

Monitoring:

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

- 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:

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

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. There also will be a focus on B.E.S.T. Standards and helping teachers better understand how to align their instruction.

Rationale for

Evidence-based

Strategy:

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

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.

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".
7. Utilize Title 1 funds to provide full time classroom teacher to support class size.

Person Responsible Rashard Willis (willisr1@duvalschools.org)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We have seen a steady decline in Science Achievement over the last 5 years (56% in 2017, 39% in 2018, 31% in 2019, 29% in 2021, & 24% in 2022). 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Science Achievement will increase to 45% or higher for the 2022-2023 school year.

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

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

If we continue to align ELA instructional strategies with our science lesson planning, focus on connecting hands on student inquiry directly to Science Standards, and implement the current curriculum with fidelity, we will be able to improve student achievement in Science.

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

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.

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.

7. Partner with Cathedral Arts Project to help support student learning through arts integration.
8. Utilize Title 1 funds to provide full time classroom teacher to support class size.

Person Responsible Rashard Willis (willisr1@duvalschools.org)

#5. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our school has seen a steady decline in Average Daily Attendance (ADA). There are multiple factors (school enrollment, covid, etc.) that have attributed to these numbers. Research has show that when students are present daily in school, the odds of achievement improve greatly. Our data shows that we have an opportunity increase ADA with 3rd-5th Grade students.

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

ADA will increase 92% or higher for 2022-2023 school year

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

- Attendance:
- Daily/Weekly Attendance
 - ADA (School Wide)

Person responsible for monitoring outcome:

Rashard Willis (willisr1@duvalschools.org)

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

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#6. Transformational Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The climate of public education has shifted and we must be able to recruit and retain the best possible teachers to support student learning. Having a positive outlook as it pertains to culture and climate can be the difference in school success or failure.

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

- *Teacher attendance
- *Surveys
- *Face to Face interviews with staff

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

Monthly, we will review chapters of the book and faculty and staff will lead discussions about best practices/ways to apply this learning school wide.

Person responsible for monitoring outcome:

Rashard Willis (willisr1@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being

We will conduct a book study of The Energy Bus to help us focus in all year on having the right mind set for student achievement. We will work to begin implementing The Energy Bus for Schools program.

implemented for this Area of Focus.

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

Based on the mega best-selling book by Jon Gordon, The Energy Bus for Schools program is designed to fuel your school, teachers and students with positive energy. Research clearly shows that culture and leadership greatly influence a school's learning environment and students' academic success. That's why we work hand in hand with you to create a school culture where school leaders, students and educators develop as positive leaders and energize your school culture together. We are serious about results but also help you have fun and share positive energy in the process. We believe in enjoying the ride and hope you do too! Positive school climates are linked to increased high school graduation rates, turnarounds in low-performing schools, reduced school violence, and increased communication among students, families and faculty.

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.

1. Utilize Monthly Book Club with fidelity focused on teacher recruitment and retention/culture and climate.
2. Utilize Title 1 funds purchase The Energy Book and the The Energy Bus for Schools curriculum.
3. Utilize Title 1 funds to provide full time classroom teacher to support class size.

Person Responsible Rashard Willis (willis1@duvalschools.org)

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

The percentage of students in kindergarten through grade 2, 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:

K 11/15 (73%)

1 14/21 (67%)

2 23/24 (96%)

While there was a 4% increase overall in ELA proficiency, our data shows that we have an opportunity with raising 3rd grade students who are in need fundamental reading skills. Similarly, there has to be an increased focus on 4th and 5th grade ELA students with respects to main idea and writing. Continued effects of the "Covid Slide", the reality that all students do not attend VPK to jump start learning, decrease in ADA, and struggles of ELL & ESE students have attributed to the current state of our ELA Achievement. Additional factors include, teacher recruitment/retention concerns and the inexperience of novice teachers with our most vulnerable students. Our goal: ELA Achievement will increase to 43% or higher for the 2022-2023 school year.

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

The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment:

3 22/33 (67%)

4 20/29 (69%)

5 22/30 (73%)

While there was a 4% increase overall in ELA proficiency, our data shows that we have an opportunity with raising 3rd grade students who are in need fundamental reading skills. Similarly, there has to be an increased focus on 4th and 5th grade ELA students with respects to main idea and writing. Continued effects of the "Covid Slide", the reality that all students do not attend VPK to jump start learning, decrease in ADA, and struggles of ELL & ESE students have attributed to the current state of our ELA Achievement. Additional factors include, teacher recruitment/retention concerns and the inexperience of novice teachers with our most vulnerable students. Our goal: ELA Achievement will increase to 43% or higher for the 2022-2023 school year.

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)

TBD

Grades 3-5: Measureable Outcome(s)

TBD

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.

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:

Select the person responsible for monitoring this outcome.

Willis, Rashard, willisr1@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?

INTENSIVE

*School Level Literacy Leadership Teams:

(Professional Learning, Literacy Walks, Collaborative Planning, Learning Walks Across Schools, Model Classrooms)

*Literacy Coach Professional Learning and Ongoing Support

*School Improvement Plan Development and Implementation

*Differentiated Support Based on Data

*Supplemental curriculum & interventions (Corrective Reading & UFLI) to support student learning and teacher instruction in these areas

*Facilitate small group instruction with our Assistant Principal & district support

*Improve standards based instruction focus on B.E.S.T. Standards

*Increase support for student achievement through Mainstream Tutoring.

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?

All of the evidence-based practices and programs outlined for support have been proven to help improve student achievement. If we are able to stop the slide at K-2, there's a much better chance that in 3-5 students will become better readers.

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
<ol style="list-style-type: none"> 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". 6. Literacy Leadership 7. Literacy Coaching 8. On going progress monitoring 9. Professional Development 	<p>Willis, Rashard, willisr1@duvalschools.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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 through our school newsletter 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 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 school culture and environment.

- 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