

Duval County Public Schools

S. A. Hull Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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S. A. Hull Elementary School

7528 HULL ST, Jacksonville, FL 32219

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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.
Warren, Carrie	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	Teacher, K-12	The lead teacher supports school wide instructional and peer to peer professional development through coaching cycles, providing 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

- *Posted on website for feedback from all stakeholders
- *Vetted during the first SAC Meeting
- *Teachers helped develop the SIP during preplanning (priorities, strategies, resources, etc.)

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

- * Classroom observations & walkthroughs
- * Previous Year’s Performance Data (FAST, FCAT, STAR)
- * 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

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Economically Disadvantaged Students (FRL)

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: B
	2018-19: B
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	1	12	11	9	18	15	0	0	0	66
One or more suspensions	1	6	2	2	3	0	0	0	0	14
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	16	8	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	0	15	5	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	8	11	9	0	0	0	0	0	29

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	9	5	17	9	0	0	0	50

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	0	1	0	1	0	0	0	3
One or more suspensions	1	5	1	4	0	5	0	0	0	16
Course failure in ELA	0	5	3	3	11	13	0	0	0	35
Course failure in Math	2	2	1	1	2	7	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	3	11	13	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	1	2	7	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	20	20	0	0	0	43

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	1	4	4	18	0	0	0	31

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	0	1	0	1	0	0	0	3
One or more suspensions	1	5	1	4	0	5	0	0	0	16
Course failure in ELA	0	5	3	3	11	13	0	0	0	35
Course failure in Math	2	2	1	1	2	7	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	3	11	13	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	1	2	7	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	20	20	0	0	0	43

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	1	4	4	18	0	0	0	31

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	48	53	31	50	56	27		
ELA Learning Gains				62			63		
ELA Lowest 25th Percentile				75					
Math Achievement*	40	58	59	38	48	50	39		
Math Learning Gains				67			79		
Math Lowest 25th Percentile				64					
Science Achievement*	13	52	54	23	59	59	29		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	104
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	10	Yes	2	1
ELL				
AMI				
ASN				
BLK	28	Yes	1	1
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	27	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL				
AMI				
ASN				
BLK	51			
HSP				
MUL				
PAC				
WHT				
FRL	45			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			40			13					
SWD	10			10							2	
ELL												
AMI												
ASN												
BLK	31			42			13				4	
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	29			37			17				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	62	75	38	67	64	23					
SWD	14	46		31	58							
ELL												
AMI												
ASN												
BLK	34	61	73	41	67	60	24					
HSP												
MUL												
PAC												
WHT												
FRL	30	61	73	32	62		12					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	63		39	79		29					
SWD												
ELL												
AMI												
ASN												
BLK	28	67		41	83		33					
HSP												
MUL												
PAC												
WHT												
FRL	26	64		40	79		20					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	20%	47%	-27%	54%	-34%
04	2023 - Spring	48%	50%	-2%	58%	-10%
03	2023 - Spring	23%	46%	-23%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	59%	-16%	59%	-16%
04	2023 - Spring	59%	58%	1%	61%	-2%
05	2023 - Spring	36%	52%	-16%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	12%	48%	-36%	51%	-39%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components that showed the lowest performance this year was 5th grade Science with a 12% proficiency rate. The contributing factors vary, however the most prevalent were the circumstantial factors that hindered that student's performance, and chronic absences from school.

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

The component that showed the greatest decline from the prior year was reading, more specifically 3rd Grade reading with a 10% decrease from the prior year. There were circumstantial factors that hindered

student's performance were, excessive-chronic absences and tardies and being one to two years academically behind.

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.

The factor with the greatest gap is reading when compared to the state average.

The circumstantial factors that contributed to this gap is excessive chronic absences and tardies, and student's being one to two years academically behind.

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

The component that showed the most improvement was math with a 47% proficiency average, which is an increase of 9% from the previous year. The actions that were taken at the school to show improvement in math ranged from retention of quality teachers from the previous year and strong instruction strategies/engagement strategies for students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is student attendance. This is one of our early warning systems areas that needs specific attention. The data displays that first, fourth and fifth grade have the highest rate of absences and more than four early warning indicators with absence from school ranking the highest among the other indicators.

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

Highest Priorities for the 2023-2024 School Year:

1. Reading Proficiency
2. Science Proficiency
3. Student Daily Attendance
4. Math Proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 90% or higher for 2023-2024 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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 thorough My Village Project)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall ELA proficiency remained the same but there was a 10% decrease in 3rd grade reading proficiency and a 7% decrease in 5th grade proficiency. Our data shows that we have an opportunity with raising 3rd & 4th grade students who are in need fundamental reading skills. Similarly, there has to be an increased focus on 5th grade ELA students with respects to main idea and authors purpose.

Measurable Outcome:

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

ELA Proficiency will increase to 41% or higher for the 2023-2024 school year.
 ELA Proficiency will increase to 35% or higher for the 2023-2024 school year.

Monitoring:

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

Previous Year's Performance Data (FSA, FCAT, STAR)

- 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

If we continue with using supplemental curriculum & interventions (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 an "uninterrupted" reading block will also support learning greatly. There also will be a focus on B.E.S.T. Standards, helping teachers better understand how to align their instruction and increase support for student achievement through tutoring with READ USA & Boys & Girls Clubs After School Program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Principal, Assistant Principal, and District Area Specialist will be responsible for improving standards based instruction, creating targeted groups of students weekly to provide additional interventions and progress monitoring. The leadership team will meet weekly with the instructional staff to analyze data to adjust instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 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.
2. Provide professional development that focuses on understanding standards based instruction and effective delivery of instruction.
3. Progress monitor and adjust instruction based upon teacher and student feedback.
4. Utilize ELA Clubs with fidelity focused on 3rd & 4th Grade students, LPQ students and "bubble students".
5. Utilize Title 1 funds to provide full time classroom teacher to support class size.

Person Responsible: Rashard Willis (willisr1@duvalschools.org)

By When: May 2023

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have seen a steady decline in Science Achievement over the last 6 years (56% in 2017, 39% in 2018, 31% in 2019, 29% in 2021, 24% in 2022, & 12% in 2023). 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 Proficiency will increase to 40% or higher for the 2023-2024 school year.

Monitoring:

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

- District Baseline Data
- Achieve 3000
- STAR/Freckle
- 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2023

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

There was a increase in Math Achievement (38% in 2022 to 47% in 2023). Our data shows that we have an opportunity continue to improve all student achievement outcomes because of the solid foundation of math instruction school wide.

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 55% 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, STAR)
- 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

If we 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 Intervention:

Explain the rationale for selecting this specific strategy.

The Principal and District Area Specialist 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

*Posted on website for feedback from all stakeholders

*Vetted during the first SAC Meeting

*Teachers helped develop the SIP during preplanning (priorities, strategies, resources, etc.)

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Area of Focus: Grade 02 overall proficiency & LPQ for Grades K-2

Overall ELA proficiency 2022-23 (52%)

Grade K was 60%

Grade 01 was 38%

Grade 02 was 57% .

Our data shows that we have an opportunity with raising over all 2nd Grade students who are in need fundamental reading skills from Grade 1 and also LPQ students for K-2.

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

Area of Focus: Grade 5th overall proficiency & LPQ for Grades 3-5

2022-2023 ELA Data

3rd Grade: 23%

4th Grade: 48%

5th Grade: 20%

Overall ELA proficiency remained the same but there was a 10% decrease in 3rd grade reading proficiency and a 7% decrease in 5th grade proficiency. Our data shows that we have an opportunity with raising 3rd & 4th grade students who are in need fundamental reading skills. Similarly, there has to be an increased focus on 5th grade ELA students with respects to main idea and authors purpose.

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 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 Measurable Outcomes

ELA Proficiency Goals:

Grade K: 65%

Grade 1: 50%

Grade 2: 60%

Grades 3-5 Measurable Outcomes

ELA Proficiency will increase to 41% or higher for the 2023-2024 school year.

3rd Grade ELA will increase to 35% or higher for the 2023-2024 school year.

4th Grade ELA will increase to 50% or higher for the 2023-2024 school year.

5th Grade ELA will increase to 50% or higher for the 2023-2024 school year.

Monitoring

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 impact student achievement outcomes.

- Lesson Plans
- Small Group Plans
- Student Work Samples
- Student EURO
- Data Trackers
- Student Interactive Journals
- Teacher Questioning
- Teacher Anecdotal Notes
- Aligned Student Tasks
- Exit Tickets
- Teacher Created Assessments
- Tier 1 & 2 supports
- Anchor Charts
- FAST PM 1-3
- DMA

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Willis, Rashard, willisr1@duvalschools.org

Evidence-based Practices/Programs

Description:

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. §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?

1. School wide focus on urgency to create a climate & culture of accountability and improvement in student achievement for all students.
2. Implementation of supplemental curriculum & interventions (UFLI) to support student learning & remediation.
3. Facilitate small group instruction focus on targeted benchmarks with our Assistant Principal & district support in an effort to improve reading comprehension for 3rd-5th grade students.
4. Increased support for student achievement through tutoring with READ USA & Boys & Girls Clubs After School Program.
5. Utilize Title 1 funds to provide tutors for our students to address areas of weakness based on our comprehensive needs assessment.
6. Provide professional development that focuses on understanding benchmark focused instruction and effective delivery of instruction.

7. Progress monitor and adjust instruction based upon data and teacher feedback.
8. Utilize ELA ability groupings with fidelity focused on 3rd & 4th Grade students, LPQ students and "bubble students" in a strategic effort to help students progress in priority ELA benchmarks.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Research has shown that by focusing school wide on "urgency in the classroom" we in turn to create a climate & culture of accountability that promotes improvement in student achievement for all students. More especially improving phonetic awareness and reading with the implementation of supplemental curriculum & interventions (UFLI) we can support student learning & remediation. Lastly, by facilitating small group instruction with LPQ students, increased support for student achievement through tutoring with READ USA & Boys & Girls Clubs After School Program and utilize Title 1 funds to provide tutors for our students to address areas of weakness based on our comprehensive needs assessment, we will be able to more quickly close the achievement gap for our students.

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
Instructional Rounding with other administrators & district staff of model classrooms within the school.	Willis, Rashard, willisr1@duvalschools.org
Provide professional development for Student Discourse, Teacher Questioning, & Release of Learning	Willis, Rashard, willisr1@duvalschools.org
Implement a school wide focus on URGENCY IN THE CLASSROOM (What does it look, feel, sound like? How do we plan, execute and analyze our results with URGENCY in mind?)	Willis, Rashard, willisr1@duvalschools.org
Tier students for targeted instruction	Willis, Rashard, willisr1@duvalschools.org
Realign planning for 2nd-5th grade to allow for vertical planning twice monthly. During common planning, intentionally plan student discourse, teacher questioning, the release of learning, CFUs for students and address the full understanding of the benchmark being taught for the alignment of instruction and student tasks.	Willis, Rashard, willisr1@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

- *School Advisory Council/PTA
- *Parent Involvement meetings
- *Parents Lunch & Learn Days
- *School Website
- *School Social Media Page
- *Faculty and Staff Feedback (Early Release/PD Meetings)

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

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 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. These steps will help to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Federal, State, and local services, resources and programs will be used to purchase supplemental instructional material and also fund tutoring to help improve student achievement and over all culture & climate.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

NA

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes