

Hillsborough County Public Schools

Potter Elementary School



2019-20 Schoolwide Improvement Plan

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Potter Elementary School

3224 E CAYUGA ST, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Jennifer Dames

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: C (41%) 2016-17: F (28%) 2015-16: F (28%) 2014-15: F (17%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	SIG Cohort 3
Year	
Support Tier	
ESSA Status	CS&I

* 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 Hillsborough 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
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	2018-19	2017-18	2016-17	2015-16
Grade	D	C	F	F

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission:

To provide an education where students are pushed to their potential and beyond both academically and socially.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Vision:

Potter Eagles RISE

Potter Eagles Reach for High Academic Achievement with Integrity, Support and Empowerment

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Waite, Sharon	Principal	Team with Mr. Felder to supervise overall functioning of the school.
Felder, Eric	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	88	75	95	78	64	0	0	0	0	0	0	0	474
Attendance below 90 percent	24	24	16	17	21	11	0	0	0	0	0	0	0	113
One or more suspensions	0	6	8	7	10	4	0	0	0	0	0	0	0	35
Course failure in ELA or Math	0	0	0	65	48	38	0	0	0	0	0	0	0	151
Level 1 on statewide assessment	0	0	0	65	48	38	0	0	0	0	0	0	0	151

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	4	19	20	8	0	0	0	0	0	0	0	53

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	7	8	7	25	0	0	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

30

Date this data was collected or last updated

Wednesday 6/12/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	33	17	24	26	17	0	0	0	0	0	0	0	119
One or more suspensions	1	1	1	5	7	4	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	15	46	45	0	0	0	0	0	0	0	106
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	10	23	14	0	0	0	0	0	0	0	49

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	33	17	24	26	17	0	0	0	0	0	0	0	119
One or more suspensions	1	1	1	5	7	4	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	15	46	45	0	0	0	0	0	0	0	106
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	10	23	14	0	0	0	0	0	0	0	49

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	19%	52%	57%	17%	52%	55%
ELA Learning Gains	37%	55%	58%	29%	55%	57%
ELA Lowest 25th Percentile	38%	50%	53%	43%	51%	52%
Math Achievement	29%	54%	63%	12%	53%	61%
Math Learning Gains	50%	57%	62%	36%	54%	61%
Math Lowest 25th Percentile	62%	46%	51%	53%	46%	51%
Science Achievement	27%	50%	53%	9%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	74 (0)	88 (0)	75 (0)	95 (0)	78 (0)	64 (0)	474 (0)
Attendance below 90 percent	24 (2)	24 (33)	16 (17)	17 (24)	21 (26)	11 (17)	113 (119)
One or more suspensions	0 (1)	6 (1)	8 (1)	7 (5)	10 (7)	4 (4)	35 (19)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	65 (15)	48 (46)	38 (45)	151 (106)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	65 (0)	48 (0)	38 (0)	151 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	16%	52%	-36%	58%	-42%
	2018	15%	53%	-38%	57%	-42%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	12%	55%	-43%	58%	-46%
	2018	29%	55%	-26%	56%	-27%
Same Grade Comparison		-17%				
Cohort Comparison		-3%				
05	2019	20%	54%	-34%	56%	-36%
	2018	22%	51%	-29%	55%	-33%
Same Grade Comparison		-2%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	54%	-32%	62%	-40%
	2018	29%	55%	-26%	62%	-33%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	28%	57%	-29%	64%	-36%
	2018	26%	57%	-31%	62%	-36%
Same Grade Comparison		2%				
Cohort Comparison		-1%				
05	2019	31%	54%	-23%	60%	-29%
	2018	27%	54%	-27%	61%	-34%
Same Grade Comparison		4%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	51%	-28%	53%	-30%
	2018	16%	52%	-36%	55%	-39%
Same Grade Comparison		7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		23	42	10	45	62					
ELL	30			60							
BLK	13	36	43	22	42	58	12				
HSP	42	35		58	82		40				
MUL	40			60							
WHT	33			42	70						
FRL	19	36	38	29	50	61	27				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	35	50	7	59						
BLK	17	47	57	25	56	53	17				
HSP	37	53		53	73						
FRL	21	49	54	28	59	55	19				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	21	32	2	28	50					
BLK	15	27	42	8	33	51	10				
HSP	31			53							
FRL	17	29	43	12	36	53	9				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Reading proficiency and gains of all students and the Bottom Quartile showed the lowest performance. Data shows reading proficiency has consistently been low at Potter over the past 19 years.

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

Reading showed the greatest decline. Lack of foundational skills and relevant text for student choice, teacher content knowledge we believe contributed to this decline.

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.

Again reading showed the greatest decline. Lack of foundational skills and relevant text for student choice, teacher content knowledge we believe contributed to this decline.

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

Science proficiency showed the greatest improvement. Students completed daily active thinking journals and weekly science questions answered school wide. Teachers also planned intentionally with a district resource teacher.

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

Overage students, students below level, and behavioral issues - those are our major areas of concern.

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

1. Reading proficiency
2. Reading Gains
3. Reading gains of bottom quartile
4. Math gains
5. Math gains bottom quartile

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	A school wide positive support system will be established to create a safe and nurturing environment.
Rationale	152 District referrals written (which while a decrease from last year is still more than we would like). Inconsistent school wide evidence of the use of any one program that impacts student behavior.
State the measurable outcome the school plans to achieve	Our goal is a reduction of 25% of District referrals written. On the SCIP there will be a 10% increase in students rating that they treat each other with respect. (KPI data)
Person responsible for monitoring outcome	Sharon Waite (sharon.waite@hcps.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Establish school wide behavior plan 2. Establish clear structures for analyzing and responding to behavior data 3. Implement Community School model based on the 6 pillars to improve community relationships
Rationale for Evidence-based Strategy	
Action Step	
	<p>Establish school wide behavior plan.</p> <ol style="list-style-type: none"> 1. Behavior Specialist to take leading role in creating clear established school wide rules and expectations 2. Establish school wide House System (Core group of teacher leaders will visit Ron Clark Academy in Atlanta). 3. Empower students to actively participate in student leadership roles 4. Implement Restorative practices to build/improve relationships between students and educators 5. Participate in a book study with the book Discipline with Dignity (Mendler, Mendler & Curwin) 6. Establish school wide mentoring program
Description	<p>Establish clear structures for analyzing and responding to student data</p> <ol style="list-style-type: none"> 1. Behavior Specialist to lead work in PLCS 2. Develop clear systems and structures in for MTSS Behavior support 3. Deliver Professional Development that responds to data based on campus needs <p>Implement Community School Model based on the 6 pillars to improve community relationships.</p> <ol style="list-style-type: none"> 1. Community School Resource Teacher to lead initiatives 2. Parent Resource Room set up and used 3. Family events throughout the year (Back to school carnival, STEAM Night, Literacy night, ALL Pro Dads, IMoms) 4. School Needs Based Analysis completed by Community resource teacher 5. Establish food pantry for community 6. Establish clothing uniform closet 7. Use parent communication planners and folders daily .To increase communication

between the home and school for students in grades KG-5th to improve student achievement. Folders and planners to be purchased through parent involvement money. (Estimated \$2,200)
8/ Utilize aide (parent liaison) for supporting school culture and collaboration with parents/community.

**Person
Responsible**

Sharon Waite (sharon.waite@hcps.net)

#2	
Title	To increase student achievement by providing opportunities for every student to be actively engaged in relevant tasks
Rationale	Reading, Math and Science proficiency all below district and state average. Reading 21%, Math 28% and Science 19%
	Students with disabilities and Black students subgroups are underperforming.
State the measurable outcome the school plans to achieve	2019-2020 school year FSA results: Student proficiency in reading will increase from 21% to 26% Student proficiency in math will increase from 28% to 33% Student proficiency in science will increase from 19% to 24% SWD and Black students will perform at 41%
Person responsible for monitoring outcome	Sharon Waite (sharon.waite@hcps.net)
Evidence-based Strategy	1. Standards Based Collaborative Planning 2. Establish a culture of high performing PLC's/ILT's/MTSS system 3. Equip teachers with strategies to engage students
Rationale for Evidence-based Strategy	Effective planning, supported by coaches, will help support high quality teaching.
Action Step	
Description	<p>Standards Based Planning</p> <ol style="list-style-type: none"> 1. Two Reading Coaches and two Math Resource will plan with grade levels weekly (time embedded in schedules) using achievement level descriptors. 2. Two Reading Coaches and two Math Resource will complete coaching cycles to ensure planning is carried out with fidelity with identified teachers. Teachers will be tiered for support levels based on needs. 3. Planning with clear learning intentions and success criteria identified with clearly aligned tasks. 4. Clear structures and systems for leadership Team to progress monitor planning. A member of the Leadership Team will attend all planning sessions. Clear schedule established. 5. ESE and ELL support will attend planning to have a clear focus on meeting the needs of those subgroups. 6. Effective planning in place for MTSS interventions, with aides to support targeted, small group learning opportunities. 7. Provide early pre-planning in order to begin to plan for rigorous, data-informed lesson planning and a year-long strategy to stay on track 8. An administrator will attend planning sessions and conduct classroom walkthroughs as a follow up to each planning session. <p>Culture High Performing PLC's/ILTs</p> <ol style="list-style-type: none"> 1. Identified PLC facilitators (with stipend) trained to engage collaboration in PLC's/ILTs 2. Data analysis to inform planning, including the printing of data reports (including iReady reports) and additional laptops that manage instructional programs 3. Goal setting with teachers and students (WIGS) 4. Clear systems for Leadership Team to progress monitor 5. Build capacity for other teachers to lead from the classroom (substitutes to

cover)

6. Clear plan for intervention delivery and progress monitoring system (walkthroughs to check for fidelity of intervention instruction) with particular emphasis on SWD and Black students. (stipend provided for extra PLC time)
7. An administrator will attend PLCs and conduct classroom walkthroughs to give feedback

Equip teachers with strategies to engage students

1. Students surveyed
2. Increase student discussion time. Provide PD for teachers on Restorative Practice and Discipline with Dignity
3. Empower teachers to use engagement strategies in all lessons. (PD and Marzano book study - The Art and Science of Teaching Marzano. Using technology in the classroom)
4. Teachers visit model classroom to see strategies in play. (Substitutes for coverage and stipend for model classroom teachers)
5. Provide extended learning opportunities for students, including tutorials.
6. Support classrooms with supplies needed to support differentiation, small groups as well as access to supplemental materials copied for their use, provide supplies to allow students to be more engaged in rigorous lessons
7. Provide opportunities for differentiation through use of online programs, including iReady, through additional student laptops
8. Include Jr. Achievement Biz Town field trip to support economics/mathematics instruction for all 5th grade students.
9. Administrators and leadership team members will conduct walkthroughs to look for implementation of strategies based on professional development training.

Person Responsible Sharon Waite (sharon.waite@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

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

1. Reading proficiency
2. Reading Gains
3. Reading gains of bottom quartile
4. Math gains
5. Math gains bottom quartile

Part IV: Title I Requirements

Additional Title I Requirements

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

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

See Parent Involvement Plan

PFEP Link

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

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
 Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
 Supports the implementation of high quality instructional practices during core and intervention blocks;
 Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

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Part V: Budget

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

1	III.A.	Areas of Focus: A school wide positive support system will be established to create a safe and nurturing environment.				\$30,194.33
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	150-Aides	3521 - Potter Elementary School	UniSIG	1.0	\$22,477.72
Notes: Parent Liaison aide to support school culture and collaboration						
	6150	210-Retirement	3521 - Potter Elementary School	UniSIG		\$1,903.86
Notes: 8.47% Parent Liaison Retirement						
	6150	220-Social Security	3521 - Potter Elementary School	UniSIG		\$1,393.62
Notes: 6/2% Parent Liaison FICA						
	6150	220-Social Security	3521 - Potter Elementary School	UniSIG		\$325.93

			Notes: 1.45% Parent Liaison Medicare			
	6150	230-Group Insurance	3521 - Potter Elementary School	UniSIG		\$3,978.56
			Notes: 17.7% Parent Liaison			
	6150	240-Workers Compensation	3521 - Potter Elementary School	UniSIG		\$114.64
			Notes: .51% Parent Liaison			
2	III.A.	Areas of Focus: To increase student achievement by providing opportunities for every student to be actively engaged in relevant tasks				\$258,667.22
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	3521 - Potter Elementary School		0.37	\$15,494.07
			Notes: .88 of .37 Math Resource Teacher			
	5100	210-Retirement	3521 - Potter Elementary School			\$1,312.35
			Notes: 8.47% of .37 Math Resource Teacher			
	5100	220-Social Security	3521 - Potter Elementary School			\$960.63
			Notes: 6.2% of .37 Math Resource Teacher FICA			
	5100	220-Social Security	3521 - Potter Elementary School			\$224.66
			Notes: 1.45% of .37 Math Resource Teacher Medicare			
	5100	230-Group Insurance	3521 - Potter Elementary School			\$2,742.45
			Notes: 17.7% of .37 Math Resource Teacher			
	5100	240-Workers Compensation	3521 - Potter Elementary School			\$79.02
			Notes: .51% of .37 Math Resource Teacher			
	7200	790-Miscellaneous Expenses	3521 - Potter Elementary School			\$582.63
			Notes: 2.81% of .37 Math Resource Teacher			
	5100	150-Aides	3521 - Potter Elementary School	UniSIG	2.0	\$30,558.64
			Notes: 2 aides to support small groups			
	5100	210-Retirement	3521 - Potter Elementary School	UniSIG		\$2,588.32
			Notes: 8.47% 2 aides retirement			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$1,894.64
			Notes: 6.2% 2 aides FICA			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$443.10

			Notes: 1.45% 2 aides Medicare			
	5100	230-Group Insurance	3521 - Potter Elementary School	UniSIG		\$5,408.88
			Notes: 17.7% 2 aides			
	5100	240-Workers Compensation	3521 - Potter Elementary School	UniSIG		\$155.85
			Notes: .51% 2 aides			
	5100	510-Supplies	3521 - Potter Elementary School	UniSIG		\$13,610.09
			Notes: Per 5% ofc supp cap: Classroom Supplies - Classroom Supplies to meet the needs of students and allow teachers to make lessons more engaging and rigorous. 50 teacher will receive approx \$270.00 to purchase supplies that support classroom instruction.			
	6400	510-Supplies	3521 - Potter Elementary School	UniSIG		\$2,022.00
			Notes: PD Supplies Book Study - Art and Science of Teaching by Marzano 18.00 x 50 copies = 900.00 Discipline with Dignity 22.44 x 50 copies = \$1122.00 Teachers will be led in a book study by admin and Content coaches.			
	5100	730-Dues and Fees	3521 - Potter Elementary School	UniSIG		\$2,225.00
			Notes: Student Dues and Fees JA Biz Town Field Trip for 5th Grade \$15 X 65 students=\$975.00 Rationale: JA BizTown is a learning experience for 5th grade students that teaches economic concepts, workplace skills, and personal and business finances in a child-size town built just for them. Kindergarten Old McMickey's Farm Trip Cost - \$520 Rationale SC.K.N.1.2 – make observations of the natural world SC.K.L.14.3 – observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do By visiting Old McMickey's Farm, students will have the opportunity to see a variety of animals, which most of them have do not have any experience with previously. Students will be able to observe animals and plants and describe characteristics which make them similar and different. The class will bring back the information from the visit to continue the conversation in the classroom and draw upon observations for future science lessons. 1st Grade Glazers Children's Museum Trip Cost – Free Rationale MAFS.1.G.1.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes SC.1.P.8.1 – sort objects by observable properties, such as size, shape, color, temperature, weight, texture, and whether objects sink or float. By visiting the Glazers Children's Museum, students will have the opportunity to explore science lab investigations of sorting objects based on observable properties. The museum has specific experiences for students through the education department for 1st grade labs around this topic. Students will be responsible for observing, recording data, and collaborating with classmates to describe characteristics and sort objects. 2nd Grade Florida Aquarium Trip Cost - \$450 Rationale SC.2.L.17.2 – recognize and explain that living things are found all over earth, but each is only able to live in habitats that meet its basic needs. The Florida Aquarium is set up to follow the path of a rain drop traveling through the different biomes and habitats of the world. Students will have the experience of exploring characteristics of various habitats and adaptations of animals that allow them to survive in those environments. 4th Grade MOSI Trip Cost - \$280 Rationale SC.4.E.5.1 – observe patterns in the night sky SC.4.E.5.2 – describe changes in the pattern of the moon over a month MOSI has hands on labs set up to focus on changes in the night sky and patterns of the moon. This is a fair game standard which our students struggle with according to beginning of the year data. This trip will allow our students a hands on experience and to continue the learning back in class with their written observations from the trip. All quotes are available.			
	5100	644-Computer Hardware Non-Capitalized	3521 - Potter Elementary School	UniSIG		\$26,349.00
			Notes: Technology - Student Laptops (42) @ \$547ea - HP X360 11EE Add CASA (CASA for 45 laptops @ \$75ea)			
	5100	519-Technology-Related Supplies	3521 - Potter Elementary School	UniSIG		\$6,000.00
			Notes: Technology Supplies - Technology Supplies (ink, toner, headphones, etc) Caliphones 3064USB Headphones 100 @\$ 19.14ea= \$1,914.00			

	5100	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG		\$15,552.00
			Notes: Tutorial - After School Extended Learning Program (3rd-5th) (approx 90 students and 9 teachers) 2 days/wk for 2hrs/day for entire school year= approx 64 hrs (9x64x\$27=\$15,552) Individual student needs will drive the lessons during this time to close gaps in learning and assist in students making gains toward proficiency.			
	6400	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG		\$4,290.00
			Notes: Restorative Practice PD Workshop at \$15 X3 X 52 teachers=\$2340 The goal of in Restorative Practice is designed to help develop the skills around restorative process, including assessing circumstances and evaluating outcomes. Discipline with Dignity PD Workshop at \$15 X 2hr x 65 teachers=\$1950 Discipline with Dignity details an affirming approach to managing the classroom that promotes respect for self and others. Art & Science of Teaching PD Workshop at \$15 x 2hr x 52 teachers=\$1560			
	6400	220-Social Security	3521 - Potter Elementary School	UniSIG		\$265.98
			Notes: (FICA) Restorative Practice PD Workshop at \$15 X3 X 52 teachers=\$2340 Discipline with Dignity PD Workshop at \$15 X 2hr x 65 teachers=\$1950 Art & Science of Teaching PD Workshop at \$15 x 2hr x 52 teachers=\$1560			
	6400	220-Social Security	3521 - Potter Elementary School	UniSIG		\$62.21
			Notes: (Medicare) Restorative Practice PD Workshop at \$15 X3 X 52 teachers=\$2340 Discipline with Dignity PD Workshop at \$15 X 2hr x 65 teachers=\$1950 Art & Science of Teaching PD Workshop at \$15 x 2hr x 52 teachers=\$1560			
	6400	240-Workers Compensation	3521 - Potter Elementary School	UniSIG		\$21.88
			Notes: Restorative Practice PD Workshop at \$15 X3 X 52 teachers=\$2340 Discipline with Dignity PD Workshop at \$15 X 2hr x 65 teachers=\$1950 Art & Science of Teaching PD Workshop at \$15 x 2hr x 52 teachers=\$1560			
	5100	210-Retirement	3521 - Potter Elementary School	UniSIG		\$1,317.25
			Notes: Tutorial - After School Extended Learning Program (3rd-5th) (approx 90 students and 9 teachers) 2 days/wk for 2hrs/day for entire school year= approx 64 hrs (9x64x\$27=\$15,552) Individual student needs will drive the lessons during this time to close gaps in learning and assist in students making gains toward proficiency.			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$964.22
			Notes: (FICA) Tutorial - After School Extended Learning Program (3rd-5th) (approx 90 students and 9 teachers) 2 days/wk for 2hrs/day for entire school year= approx 64 hrs (9x64x\$27=\$15,552) Individual student needs will drive the lessons during this time to close gaps in learning and assist in students making gains toward proficiency.			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$225.50
			Notes: (Medicare) Tutorial - After School Extended Learning Program (3rd-5th) (approx 90 students and 9 teachers) 2 days/wk for 2hrs/day for entire school year= approx 64 hrs (9x64x\$27=\$15,552) Individual student needs will drive the lessons during this time to close gaps in learning and assist in students making gains toward proficiency.			
	5100	240-Workers Compensation	3521 - Potter Elementary School	UniSIG		\$79.32
			Notes: Tutorial - After School Extended Learning Program (3rd-5th) (approx 90 students and 9 teachers) 2 days/wk for 2hrs/day for entire school year= approx 64 hrs (9x64x\$27=\$15,552) Individual student needs will drive the lessons during this time to close gaps in learning and assist in students making gains toward proficiency.			

	5100	643-Capitalized Hardware and Technology-Related Infrastructure	3521 - Potter Elementary School	UniSIG		\$3,796.80
			Notes: 3 Laptops to run instructional programs @ \$1265.60 each HP Elite 1013 G3 With i3 Processor Quote available			
	7800	390-Other Purchased Services	3521 - Potter Elementary School	UniSIG		\$1,625.00
			Notes: Transportation Cost to Field Trips Old McMickey's Farm- School Bus- \$450 Glazers Children's Museum School Bus-\$300.00 Florida Aquarium School Bus - \$275 MOSI School Bus – \$300 JA BizTown - \$300.00			
	5100	520-Textbooks	3521 - Potter Elementary School	UniSIG		\$19,015.00
			Notes: Recommended Text for EL			
	6300	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG		\$50,225.00
			Notes: T=pay Summer school 6 hours of pre-planning \$35 x 17 x 6 = \$3570 Each teacher at Potter will work collaboratively an additional 1 hour each week at their hourly rate, approximately \$35 per hour for 31 weeks. 43 teachers x 31 weeks x \$35 / hour = \$46,655			
	6300	210-Retirement	3521 - Potter Elementary School	UniSIG		\$4,254.06
			Notes: T=pay Summer school 6 hours of pre-planning \$35 x 17 x 6 = \$3570 Each teacher at Potter will work collaboratively an additional 1 hour each week at their hourly rate, approximately \$35 per hour for 31 weeks. 43 teachers x 31 weeks x \$35 / hour = \$46,655			
	6300	220-Social Security	3521 - Potter Elementary School	UniSIG		\$3,113.95
			Notes: FICA - T=pay Summer school 6 hours of pre-planning \$35 x 17 x 6 = \$3570 Each teacher at Potter will work collaboratively an additional 1 hour each week at their hourly rate, approximately \$35 per hour for 31 weeks. 43 teachers x 31 weeks x \$35 / hour = \$46,655			
	6300	220-Social Security	3521 - Potter Elementary School	UniSIG		\$728.26
			Notes: Medicare - T=pay Summer school 6 hours of pre-planning \$35 x 17 x 6 = \$3570 Each teacher at Potter will work collaboratively an additional 1 hour each week at their hourly rate, approximately \$35 per hour for 31 weeks. 43 teachers x 31 weeks x \$35 / hour = \$46,655			
	6300	240-Workers Compensation	3521 - Potter Elementary School	UniSIG		\$256.15
			Notes: T=pay Summer school 6 hours of pre-planning \$35 x 17 x 6 = \$3570 Each teacher at Potter will work collaboratively an additional 1 hour each week at their hourly rate, approximately \$35 per hour for 31 weeks. 43 teachers x 31 weeks x \$35 / hour = \$46,655			
	5100	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG		\$27,540.00
			Notes: Summer program for K, 1, 4, and 5 students to strengthen academics in reading and mathematics. Our program will run June 8 - June 26, 4 student days a week for 3 weeks. Hours 8:00 - 1:00 Students: 150 Students Grades K, 1, 4 & 5 (Grades 2 and 3 are already invited to a district summer program) Staff: 17 teachers @ \$27 = \$459 per hour. entire summer tutorial runs 60 hours. \$459 x 60 hours = \$27,540			
	5100	210-Retirement	3521 - Potter Elementary School	UniSIG		\$2,332.64
			Notes: Summer program for K, 1, 4, and 5 students to strengthen academics in reading and mathematics. Our program will run June 8 - June 26, 4 student days a week for 3 weeks. Hours 8:00 - 1:00 Students: 150 Students Grades K, 1, 4 & 5 (Grades 2 and 3 are already invited to a district summer program) Staff: 17 teachers @ \$27 = \$459 per hour. entire summer tutorial runs 60 hours. \$459 x 60 hours = \$27,540			

	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$1,707.48
			Notes: (FICA) Summer program for K, 1, 4, and 5 students to strengthen academics in reading and mathematics. Our program will run June 8 - June 26, 4 student days a week for 3 weeks. Hours 8:00 - 1:00 Students: 150 Students Grades K, 1, 4 & 5 (Grades 2 and 3 are already invited to a district summer program) Staff: 17 teachers @ \$27 = \$459 per hour. entire summer tutorial runs 60 hours. \$459 x 60 hours = \$27,540			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$399.33
			Notes: (Medicare) Summer program for K, 1, 4, and 5 students to strengthen academics in reading and mathematics. Our program will run June 8 - June 26, 4 student days a week for 3 weeks. Hours 8:00 - 1:00 Students: 150 Students Grades K, 1, 4 & 5 (Grades 2 and 3 are already invited to a district summer program) Staff: 17 teachers @ \$27 = \$459 per hour. entire summer tutorial runs 60 hours. \$459 x 60 hours = \$27,540			
	5100	240-Workers Compensation	3521 - Potter Elementary School	UniSIG		\$140.45
			Notes: Summer program for K, 1, 4, and 5 students to strengthen academics in reading and mathematics. Our program will run June 8 - June 26, 4 student days a week for 3 weeks. Hours 8:00 - 1:00 Students: 150 Students Grades K, 1, 4 & 5 (Grades 2 and 3 are already invited to a district summer program) Staff: 17 teachers @ \$27 = \$459 per hour. entire summer tutorial runs 60 hours. \$459 x 60 hours = \$27,540			
	7800	390-Other Purchased Services	3521 - Potter Elementary School	UniSIG		\$3,300.00
			Notes: Summer Program Transportation: One Hillsborough County bus: \$275 x 12 days = \$3300			
	5100	510-Supplies	3521 - Potter Elementary School	UniSIG		\$4,803.41
			Notes: hand2mind math manipulatives to enrich the math and science classroom, while making instruction more comprehensible. The teacher will be able to use the manipulative to assure the students have a concrete understanding before moving to an abstract understanding of the concept. Quote attached			
Total:						\$295,394.81