

Hillsborough County Public Schools

Potter Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	20
Budget to Support Goals	20

Potter Elementary School

3224 E CAYUGA ST, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Jennifer Dames

Start Date for this Principal: 6/16/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	20

Potter Elementary School

3224 E CAYUGA ST, Tampa, FL 33610

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	F

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<https://www.floridacims.org>.

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 lead with loyalty, empathy, ambition and determination to reach for high achievement

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

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

Demographic Information

Principal start date

Tuesday 6/16/2020, Jennifer Dames

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

28

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	CS&I
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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	65	61	66	79	68	61	0	0	0	0	0	0	0	400
Attendance below 90 percent	17	24	23	38	24	21	0	0	0	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	17	26	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	0	13	22	0	0	0	0	0	0	0	35

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

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

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	3	6	5	25	0	0	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	2	1	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 10/29/2020

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	1
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	50

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

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 -2%, gains -12%, Low 25% gains -16% . Contributing factors were students lacking authentic engagement in rigorous text (curriculum resources)

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

ELA low 25% -16% Students lacking foundation skills and not getting the instruction and interventions they need to be successful.

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.

Reading Proficiency 19% - State was 57%. (-38%) Contributing factors were students lacking authentic engagement in rigorous text (curriculum resources) Students lacking foundation skills and not getting the instruction and interventions they need to be successful.

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

Science proficiency improved 8% Active thinking questions daily, standard based questions of the day on lanyards, small lunch bunch targeted groups, no vacancy in grade level

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

High number of retained students in 3rd grade due to not meeting reading proficiency

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

1. Increase reading proficiency and gains
2. Increase math proficiency and gains
3. Increase Science proficiency
4. Increase number of students with 0 referrals
5. Reduce number of chronically absent students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	<p>To create a high performance culture of data driven instruction based on the standards.</p> <p>Our FSA data 2018-2019 and formative data from common assessments during the 2019-20 school year shows an urgent need to increase student proficiency and learning gains in ELA, Math and Science.</p> <p>Walkthroughs by Administrators, District and DOE showed to improve student achievement there must be a clear plan to improve teacher's knowledge of Standards based planning to ensure assignments aligned to the standard, to improve teacher's use of assessment and data analysis to ensure enriched reteaching of needed standards to meet student's needs.</p>
Measurable Outcome:	<p>2020-2021 FSA results in student proficiency will increase by 5% in all content areas. Formative assessment data will show a 5% increase in proficiency data in all content areas.</p> <p>By December 2020 70% of teachers as evidenced in walk throughs will have provided opportunities for students to be engaged in standard aligned tasks</p> <p>By December 2020 70% of teachers as evidenced in walk throughs will have informally assessed students during the observed lesson.</p> <p>By May 2021 90% of teachers as evidenced in walk throughs will have provided opportunities for students to be engaged in standard aligned tasks</p> <p>By May 2021 90% of teachers as evidenced in walk throughs will have informally assessed students during the observed lesson</p>
Person responsible for monitoring outcome:	Sharon Waite (sharon.waite@hcps.net)
Evidence-based Strategy:	Data Driven Instruction based on the work of Bambrick ,Weekly Standards-focused planning and PLC's for data analysis and coaching cycles, I-Ready lessons, daily small group instruction.
Rationale for Evidence-based Strategy:	Based on our FSA data it is evident that teachers lack understanding of grade level standards. Teachers will focus on a culture of data driven instruction and build capacity, content knowledge and teaching strategies and small group instruction to ensure that our students have access to rigorous instruction to meet their needs.

Action Steps to Implement

Create a school wide culture of data driven instruction

- . Establish school master schedule / school wide common assessment/ PLC planning calendar
- . Create electronic data walls to support frequent progress monitoring - also data walls for ESSA Subgroups
- Black, SWD, and Economically Disadvantaged ESSA subgroups scored below 41%. Laser like monitoring progress for these sub groups scoring below 41%.
- . Create clear planning led by instructional coaches and PLC expectations/ norms
- . Weekly collaborative planning with coaches in ELA, Math and Science monitored by Administration to deepen teacher's understanding of the Florida Standards
- . Clear learning intention and success criteria established for each lesson
- . Professional development to provide teacher clarity around the intended lesson outcomes
- . Create a monitoring system to monitor student progress towards standard

mastery and provide timely feedback.

- . Professional development/ modeling of effective PLCs/planning sessions
- . Walkthroughs scheduled to monitor coaching and instruction and to provide feedback using data/evidence collected
- . Implement and facilitate learning walks for teachers to observe high quality instruction in their area of need

Monitoring: Admin attendance and feedback at planning/PLCs to ensure the tasks/assessments are standard aligned. Classroom walkthroughs to monitor task alignment to standards, instruction and small group interventions . Common assessments clearly aligned to the standards.

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

Create a school wide culture of data driven instruction : Data Analysis

- . Create planning and PLC expectations/protocols and clearly communicate/ train teachers
 - . Action plans for reteaching unmastered standards developed based off data analysis of common assessments in PLCS. Specific monitoring and plans for Black, SWD, and Economically Disadvantaged ESSA subgroups that scored below 41%
 - . Creation and then Implementation of reteach plan of standards not mastered
 - . Teachers will also analyze student work based on established criteria
 - . BQ / SWD students assigned to instructional resource staff to provide additional interventions/ progress monitoring
 - . Goal setting process for each student will be implemented and monitored. with a particular emphasis on Black, SWD, and Economically Disadvantaged ESSA subgroups
 - . PD for teachers to assess/ monitor learning throughout the lesson
- Ongoing PD responding to learning needs, leading effective meetings and analyzing assessment results and instruction

Monitoring: Admin to monitor and give feedback in PLCS and to created reteach plan. Classroom walkthroughs to monitor task task alignment, instruction and small group interventions

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

To create a school wide culture of data driven instruction by building teacher capacity

- . School wide look-fors developed by leadership team based on what we should see in the classroom
- . Walkthroughs to collect data of teacher implementation of planning
- . School wide and individual feedback given to teachers on weekly basis
- . Teachers tiered to identify support needed
- . Coaching cycles developed by coaches for teachers tiered by need
- . Learning walks established and scheduled for teachers to observe teachers in their area of growth

Monitoring: Admin to monitor coaching plans/learning walks and give feedback as necessary

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

To create a school wide culture of data driven instruction (see action step 1) in addition with a specific focus on ELA to:

Hire two full time reading coaches to model, coach, plan, provide support and build teacher capacity K-5.

Weekly and full day monthly teacher planning with Reading coaches
 Coach led job embedded professional development on Data Driven Instruction during the school year
 Summer pre-planning 21-22 school year for staff including pay for coaches
 Extended Learning Program daytime for all students to target gaps in learning for lack of face-to-face instruction
 Supplies for PD (Data Driven Instruction Bambrick book), chart paper and copy paper, printer ink, chart markers, pencils, sticky notes, highlighters, spiral notebooks, colored pencils, 3 prong folders, composition notebooks, sheet protectors, vis-a-vis markers, lamination rolls, butcher paper, clipboards, ziplock bags for small group instruction materials.

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

To create a school wide culture of data driven instruction (see action step 1) in addition with a specific focus on MATH to:

Hire 2 math coaches to continue to have the resources to provide support and build teacher capacity K-5, model, coach, plan.

Additional planning (1/2 day) to unpack large math concepts,

Weekly teacher planning with math coaches

Coach led job embedded professional development on Data Driven Instruction during the school year

Summer pre-planning 21-22 school year for staff including pay for coaches

Extended Learning Program daytime for all students to target gaps in learning for lack of face-to-face instruction,

Supplies for Professional Development (Data Driven Instruction Bambrick book), chart paper and copy paper, printer ink, chart markers,

Supplies: pencils, sticky notes, highlighters, spiral notebooks, colored pencils, 3 prong folders, composition notebooks, sheet protectors, vis-a-vis markers, lamination rolls, butcher paper, clipboards, headphones, zip-lock bags for small group instruction materials, book study, student math manipulative bins,

Number talks book study

JA BizTown Field trip : 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

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

To create a school wide culture of data driven instruction (see action step 1) in addition with a specific focus on SCIENCE to:

Ensure and support whole school participation in science fair and science Olympics.

Ensure and support whole school participation in Inquiry Mondays.

Teachers to engage students with Active thinking journals daily.

Whole school participation in Long Term Investigations monthly

Purchase science materials for science Olympics, STEM Fair, Design Challenges, and hands on science activities to increase science proficiency.

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

	To strengthen our school wide positive support system to ensure that instruction can be maximized.
Area of Focus Description and Rationale:	During previous years student behavior has had an impact on student learning. Teachers feel that their instruction is interrupted by correcting student behavior (particularly tier 2 and 3 students) Students also report that while teachers are respectful and care, the interactions of student to student is less than respectful . We want to this year work on strengthening our school wide positive support system to ensure that teachers can maximize instruction and that students treat each other with respect.
Measurable Outcome:	On the SCIP there will be a 10% increase in students rating that they treat each other with respect. 2020 only 26% of students stated they treat each other with respect, an increase of only 3% from 2019. In the teacher ASQi survey 2020 only 70% of teachers stated that "Teachers are allowed to focus on educating students with minimal interruptions" When asked about the interruptions they stated they voted no due to interruptions in instruction by student behavior. In the teacher ASQi survey 2021 the 70% will increase to 90%
Person responsible for monitoring outcome:	Sharon Waite (sharon.waite@hcps.net)
Evidence-based Strategy:	PBIS House System based on Ron Clark Academy Restorative Practices
Rationale for Evidence-based Strategy:	With a clear management plan for behaviors and expectations in place with rewards instruction time should be maximized.

Action Steps to Implement

Hire a Response To Intervention-Behavior (RTI-B) Resource Teacher to lead the RTIB Process, model/ coach teachers in classroom management/ restorative practices, oversee the House System, monitor the restorative practice think tank room.

Pull targeted groups of tier 2/3 students to provide behavioral supports, based on behavior data (referrals/ behavior trackers) prioritizing our Black, SWD, and Economically Disadvantaged students.

Implement Ron Clark school system for house points and continue the monthly meetings and celebrations of winning House.

Staff team attendance at Ron Clark professional development in Tampa June/July.

Restorative practices training refresher for all teachers and more in-depth training for classroom response team

Refresher professional development of our school wide PBIS Plan

Student leadership roles to acclimate new students to Potter and establishment of a student leadership council

Clear bus supports for behavior

Wellness room (seating, music player, sensory wall, relaxation sounds and smells, stress balls).

House flags, house signage, house uniform shirts, house lanyards, house uniform polos for students and staff to show House Pride.

Discipline With Dignity book study for all staff (Curwin/Mendler/Mendler)

PD for student led conferencing

Supplies for PD/Students: Folders for monitoring student behavior, copy paper for reflection forms and behavior logs, leader in me student notebooks, card stock for positive referrals

House uniform bottoms and uniform storage.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

There will be a school wide strengthening of the MTSS process to ensure that the students receive the reading interventions that they need. Clear focus on small group instruction.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Three Core values (Student's First, Lead With Love and Do Whatever It Takes to ensure students learn) and the school's Vision and Mission were created with Stakeholder input. The Potter Community meets with monthly PTA meetings and SAC meetings. We also hold Coffee Talk Tuesdays where we invite all stakeholders and community members. We distribute a family needs survey and hold events (like Coffee Talk Tuesdays monthly) where we ask Stakeholders how we can improve and what they would like to see or need from us. As a community school we are participating in The Listening Project - a needs and asset assessment that surveys all stakeholders both qualitatively and quantitatively to determine priorities and areas of strength. where we survey all stakeholders - community members, parents, staff and students. We established a Family resource center where we hold events, parent workshops, have a culturally relevant library for family checkout, families can sign up to get referrals, and supplies to help with learning at home.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$118,302.09
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG	1.0	\$63,000.12
			Notes: Hire a math resource teacher to serve to serve intermediate grades. Will continue to model best practices with staff in data driven instruction, and plan weekly rigorous engaging lessons with strong focus on problem solving. To pull intervention groups (approximately 60 Tier 2 and 3 students) based on need. To provide job embedded PD throughout the year and write a strong instructional program/ planning for school year.			
	5100	510-Supplies	3521 - Potter Elementary School	UniSIG		\$1,500.00
			Notes: Purchase consumable supplies to support Reading Expeditionary Learning (EL) curriculum implementation for approximately 525 students such as chart paper, paper, chart markers, pencils, sticky notes, highlighters, spiral notebooks, colored pencils, 3 prong folders, composition notebooks, sheet protectors, vis-a-vis markers, lamination rolls, butcher paper, clipboards, headphones, ziplock bags for small group instruction materials			
	5100	510-Supplies	3521 - Potter Elementary School	UniSIG		\$1,696.56
			Notes: Purchase consumable supplies for math instruction for approximately 525 students in grades K-5, such as student notebooks, chart paper for anchor charts, pencils, markers, copy paper			
	5100	510-Supplies	3521 - Potter Elementary School	UniSIG		\$693.83
			Notes: Purchase . science materials(balance scales, batteries, modeling clay, meter sticks, magnets, thermometers, barometer, hydrometer, graduated cylinders, eye droppers, plant model , balloons, cups, foam, straws, file folders, display boards) for science to increase science proficiency for approximately 525 students, grades K-5			
	5100	730-Dues and Fees	3521 - Potter Elementary School	UniSIG		\$975.00
			Notes: JA Biz Town Field Trip for 5th Grade \$15 X 65 students=\$975.00 Rational: 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.			
	5100	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG	1.0	\$10,893.67
			Notes: Certified ELP Teacher will provide day tutoring to approximately 50 3rd-5th grade students. ELP will run for 4 days/wk for 4hrs/day for entire school year Individual student needs will drive the lessons during this time to close gaps in learning and assist in students making gains toward proficiency.			
	5100	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG		\$2,000.00
			Notes: 10 hours will be given to 5 resource teachers to plan for collaborative planning with teachers during the summer for the 2020-2021 school year			
	5100	210-Retirement	3521 - Potter Elementary School	UniSIG	1.0	\$3,934.31
			Notes: Math Resource Teacher Retirement 8.47%			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG	1.0	\$2,879.90
			Notes: Math Resource Teacher FICA 6.2%			

	5100	220-Social Security	3521 - Potter Elementary School	UniSIG	1.0	\$673.52
			Notes: Math Resource Teacher Medicare 1.45%			
	5100	240-Workers Compensation	3521 - Potter Elementary School	UniSIG	1.0	\$236.89
			Notes: Math Resource Teacher Workers Comp .51%			
	5100	231-Health and Hospitalization	3521 - Potter Elementary School	UniSIG	1.0	\$8,825.50
			Notes: Math Resource Teacher Health Ins 19%			
	5100	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG		\$20,992.79
			Notes: Implement Extended Learning Program 9 teachers will provide afterschool tutoring during ELP to approximately 90 3rd-5th grade students. ELP will run for 2 days/wk for 2hrs/ day for entire school year= approx 64 hrs (11x64x\$27=\$19,008.00) Individual student needs will drive the lessons during this time to close gaps in learning and assist in students making gains toward proficiency."			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$78,540.19
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG	1.0	\$62,200.20
			Notes: Hire RTI-B Teacher to lead RTI B school-wide process providing specific individualized interventions for tier 2/3 students, assist teachers in establishing strong tier 1 program, oversee House System, Lead staff in PD for behavior interventions, ron clark app, PLCs and restorative practices. Oversee wellness room and student advisory council.			
	5100	210-Retirement	3521 - Potter Elementary School	UniSIG	1.0	\$3,884.36
			Notes: RTI Retirement 8.47%			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG	1.0	\$2,843.33
			Notes: RTI FICA 6.2%			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG	1.0	\$664.97
			Notes: RTI Medicare 1.45%			
	5100	240-Workers Compensation	3521 - Potter Elementary School	UniSIG	1.0	\$233.89
			Notes: RTI Workers Comp .51%			
	5100	231-Health and Hospitalization	3521 - Potter Elementary School	UniSIG	1.0	\$8,713.44
			Notes: RTI Health Ins 19%			
					Total:	\$203,062.50