

Hillsborough County Public Schools

Potter Elementary School



2021-22 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: 7/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* 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%)
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	
* 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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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)	2020-21 Title I School	2020-21 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	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Waite, Sharon	Principal	<p>The Leadership team meets weekly to</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices to improve student achievement 2. Utilize the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. 5. Design & implement the School Improvement Plan. 6. Manage the daily operations of the school. 7. Provide instructional leadership to achieve the goals outlined in the School Improvement Plan.
Felder, Eric	Assistant Principal	The Assistant Principal is responsible to support the instruction, progress monitoring, and culture/climate of the school.

Demographic Information

Principal start date

Thursday 7/15/2021, 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.*

0

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.*

3

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

472

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

6

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	46	53	79	77	73	0	0	0	0	0	0	0	394
Attendance below 90 percent	28	13	19	27	20	22	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	3	18	30	37	0	0	0	0	0	0	0	88

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	4	22	0	0	0	0	0	0	0	0	26

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	1	0	0	5	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 10/1/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				19%	52%	57%	21%	52%	56%
ELA Learning Gains				37%	55%	58%	49%	52%	55%
ELA Lowest 25th Percentile				38%	50%	53%	54%	46%	48%
Math Achievement				29%	54%	63%	28%	55%	62%
Math Learning Gains				50%	57%	62%	59%	57%	59%
Math Lowest 25th Percentile				62%	46%	51%	55%	44%	47%
Science Achievement				27%	50%	53%	19%	51%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	16%	52%	-36%	58%	-42%
Cohort Comparison						
04	2021					
	2019	12%	55%	-43%	58%	-46%
Cohort Comparison		-16%				
05	2021					
	2019	20%	54%	-34%	56%	-36%
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	22%	54%	-32%	62%	-40%
Cohort Comparison						
04	2021					
	2019	28%	57%	-29%	64%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-22%				
05	2021					
	2019	31%	54%	-23%	60%	-29%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	51%	-28%	53%	-30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready Data Reading and Math Diagnostic 2020-21

Science District Formative Data for Fall and mid year

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	11	27
	Economically Disadvantaged	13	11	27
	Students With Disabilities	0	20	20
	English Language Learners	0	17	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	19	25
	Economically Disadvantaged	6	19	25
	Students With Disabilities	0	0	0
	English Language Learners	0	0	17

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	6	13
	Economically Disadvantaged	11	6	13
	Students With Disabilities	0	0	0
	English Language Learners	13	22	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	0	7
	Economically Disadvantaged	3	0	7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	22
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	6	10
	Economically Disadvantaged	13	23	30
	Students With Disabilities	17	15	25
	English Language Learners	13	10	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	0	6
	Economically Disadvantaged	1	4	24
	Students With Disabilities	0	5	10
	English Language Learners	0	0	10

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	6	11
	Economically Disadvantaged	10	14	16
	Students With Disabilities	0	10	8
	English Language Learners	9	16	42
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	5	15
	Economically Disadvantaged	7	12	43
	Students With Disabilities	9	10	17
	English Language Learners	18	33	58
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7	2	5
	Economically Disadvantaged	9	15	21
	Students With Disabilities	8	0	8
	English Language Learners	0	20	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	8	23
	Economically Disadvantaged	2	9	25
	Students With Disabilities	0	0	8
	English Language Learners	0	0	20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	5	29	n/a
	Economically Disadvantaged			n/a
	Students With Disabilities			n/a
	English Language Learners			n/a

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	57		26	57		9				
ELL	27			23							
BLK	18	48		35	63	70	8				
HSP	36			32							
FRL	22	54	86	35	61	79	15				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
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	42
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Trend is low proficiency in reading, which corresponds to low proficiency in math and science as the students find it difficult to read the questions.

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

Reading proficiency and gains demonstrated the greatest need for improvement.

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

The % of students 2-3 years behind grade level is high across all grade levels.

54% students at Potter for full year. Attendance a concern 20-21 school year – declined due to COVID/eLearning

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

Math gains/proficiency improved but still low. Behavior improved.

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

2 math coaches and behavior specialist with clear coaching plans and a clear plan for tier 1 instruction/ clear push plan for interventions.

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

Standards Based Planning

Focus on teacher clarity and aggressive monitoring of standard mastery with immediate feedback

Ensuring students receive correct interventions for their needs with fidelity

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Preplanning training on Culture, Data Driven Instruction and Math and ELA Internalizations
PD throughout the year on DDI, MTSS process, Math and ELA Internalizations, Standards Based Planning

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

EL Curriculum K-5
Frameworks of Tampa Bay

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	<p>Description/Instructional Priority: Teachers will plan during Professional Learning Communities sessions in order to deliver instruction that demonstrates clarity around the intended lesson outcomes. Teachers will aggressively monitor student progress towards standard mastery and provide timely feedback.</p> <p>Rationale: Through our walk throughs we identified that teachers lacked clarity of instruction around the intended learning outcomes based on the lessons implemented in the classroom, and students lacked an understanding of learning intentions and their success criteria needed for higher achievement. There also was a lack of teacher monitoring during the lesson and providing timely feedback for standards mastery. With the implementation of the new BEST Standards K-2 this year we feel that further In-depth instructional practice specifically relating to Standards-aligned instruction is essential.</p>
Measurable Outcome:	<p>22% of students fell at Tier 1 in Spring I-ready Reading 2021 and 19% of students fell at Tier 1 in Spring I-ready Math 2021. 30% of students will score in Tier 1 in Spring I-ready Reading 2022; and 30% of students will score in Tier 1 in Spring I-ready Math 2022</p> <p>By Dec 2021 75% of teachers as evidenced in walk throughs will have provided opportunities for students to be engaged in standard aligned tasks. By Dec 2021 75% of teachers as evidenced in walkthroughs will have informally assessed students during the observed lesson and provided timely feedback. By Spring 2022 100% of teachers as evidenced in walk throughs will have provided opportunities for students to be engaged in standard aligned tasks. By Spring 2022 100% of teachers as evidenced in walkthroughs will have informally assessed students during the observed lesson and provided timely feedback.</p>
Monitoring:	<p>Daily walkthroughs with actionable feedback by Admin team based on a classroom walkthrough tool aligned to the instructional priority which included lesson planning during the PLC Sessions and components of the Four Principles of Excellent Instruction.</p> <p>Based on the PLC Planning sessions, the administration will use a Look-fors data gathering tool to monitor the implementation of teachers providing target aligned academic feedback through aggressive monitoring.</p> <p>Teachers tiered and provided differentiated coaching.</p> <p>Monthly student Math and EL Assessments.</p> <p>Data discussed in PLCs/DDI process</p>
Person responsible for monitoring outcome:	<p>Sharon Waite (sharon.waite@hcps.net)</p>
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Professional learning communities will be focused on standards-based planning, student work analysis, analyzing data from common assessments. Standards based planning/PLCs in ELA, Math and Science with a focus on teacher clarity of the learning standard and assessment monitoring to ensure its mastery. 2. Use of walkthrough data to determine coaching next steps 3. On going observation and feedback to teachers on teacher clarity and aggressive monitoring process.
Rationale for Evidence-based Strategy:	<p>We will use our standards-based planning PLC's to strengthen teacher instructional practice in order to raise student achievement.</p>

Action Steps to Implement

Re-evaluate planning and Data PLCs to strengthen teacher instructional practice.

1. Common planning time for Standards based planning and Data PLCS. (50 mins daily) will ensure that teachers are planning with instructional coaches in order to align the lessons with the grade level standards.
2. Use structures and expectations, roles and responsibilities for planning to ensure time is maximized and lessons are prepared for daily instruction.
3. Empower teacher leaders to lead planning/data PLCS to build teacher capacity and ensure teachers have a solid understanding of the standards.
4. Pre-planning week - July 26th - Pre-planning time for standards-based planning and to internalize the intended outcomes so teachers can really explore the standards in depth and make sure their assignments are aligned.
5. Conduct learning walks for teachers to observe peers who are strong with teacher clarity and or aggressive monitoring of standards mastery. Additionally, these walk throughs will assist in the PLC Planning sessions to align standards with instruction.

Monitoring:

1. Admin and coaches will attend planning sessions and PLCS and provide feedback
2. Admin and coaches will conduct learning walks to collect data trends and provide individual feedback

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

Participate in ongoing professional learning in ELA, Math and Science to strengthen teacher instructional practice.

1. Hire 2 Reading and 2 Math Coaches -. The Coaches will focus on coaching, modeling, and lesson planning with teachers in grades K-5, with emphasis on teacher clarity and aggressive monitoring. The coaching and modeling will occur weekly under the supervision of the school Admin team. Follow-up data will be collected monthly to progress monitor implementation of coaching. The Coaches will meet weekly with teachers in grades K-5 to plan effective lessons based on grade level standards to meet the needs of students in grades K-5.
2. Use look Fors data form for the areas of focus - teacher clarity and aggressive monitoring, providing ddaily feedback to assist with PLC planning sessions for teacher mastery.
3. Provide professional learning through ILT based upon the look Fors and observation data to include: scaffolding question around teacher clarity, monitoring student progress towards the mastery of the standards.
4. Monthly Refresh/Reflect PD based on observation/Data. What we saw, what was positive (strategy spotlight), What we need to improve.
- 5.. Provide training on the new BEST Standards Grades K -5, focusing intensely on the new K-2 standards.
- 6.. Admin and coaches conduct learning walks to collect data, give feedback and provide coaching cycles to teachers.

Monitoring:

1. Admin and coaches will attend planning sessions/ ILT and PD sessions and provide feedback and follow up with observations and support.
2. Admin and coaches will conduct learning walks to collect data trends and provide individual feedback and follow up with support.

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

Participate in ongoing PLCS/DDI to strengthen teacher instructional practice

1. Use PLC/DDI calendar - dates related to common assessments in reading, writing, math and science -

So teachers know when to be ready to meet together to dive into data.

2. Use PLC expectations/protocols to maximize time spent together to focus/plan instruction on the correct standards needed to accelerate and to spiral to ensure mastery
3. DDI Professional Development during pre-planning to inform teachers of the process
4. In planning/ PLCs 'Learning in the fast lane' by Susan Pepper Rollins will help teachers increase student engagement / accelerate their learning as collected through Learning walks and Walk Throughs.
5. Create action plans for reteaching unmastered standards developed based off data analysis of common assessments.
6. Specific monitoring and plans for Black, SWD and Economically Disadvantaged ESSA subgroups below 41%.
7. Implement reteach plan of standards not mastered during tutoring sessions, Extended Learning time as well as reteach sessions by teachers.
8. Use the Goal setting process for all students to assist with standards mastery by providing feedback to teachers and students following Walk Throughs and Monthly assessments.

Monitoring:

Admin to monitor and give feedback in PLCs / create reteach plan. Classroom walkthrough's to monitor teacher clarity, and small group interventions.

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

#2. Instructional Practice specifically relating to Differentiation

Description: Teachers will provide daily targeted interventions with fidelity to tiered students

Area of Focus Description and Rationale: Rationale: Through walkthroughs and MTSS PLCS only 50% of teachers delivered interventions with fidelity. This needs to be addressed. A structured school-wide MTSS model with a solid framework to support the multiple facets of that program to better ensure that students receive the needed instruction and interventions with fidelity is needed. Students will receive general Tier 1 instruction and highly differentiated instruction based on their most foundational needs. Potter's attendance and tardy rates also will show marked improvements. As a result, student achievement and engagement will increase significantly.

Measurable Outcome: 50% of teachers delivered interventions with fidelity during MTSS Fidelity Walkthroughs in Spring 2021.
100% of teachers will deliver interventions with fidelity during MTSS Fidelity Walkthroughs in Spring 2022

Monitoring: Fidelity walkthroughs by MTSS Leadership Team will occur weekly and data discussed in PSLT to assist teachers to develop instruction to meet the needs of the students. Feedback given to teachers to improve instruction by the leadership team after walkthroughs and teachers will be held accountable to providing interventions.

Person responsible for monitoring outcome: Sharon Waite (sharon.waite@hcps.net)

Evidence-based Strategy: The MTSS Model will be utilized- The various pillars (systems of support) include MTSS/PSLT A, MTSS/PLST B, grade level PLCs, vertical PLCs, ILT and Attendance Remediation teams.

Rationale for Evidence-based Strategy: Our teachers, to be able to provide interventions with fidelity, need a structured model of support which MTSS system will provide.

Action Steps to Implement

Hire a RTI Resource Teacher to lead our school wide MTSS program, providing a process for teachers to provide specific individualized interventions for tier 2/3 students, assisting teachers in establishing strong tier one program, oversee House System and check/connect for behavior supports, Lead staff in PD for academic/behavior/attendance interventions, PLCs and restorative practices.

Monitoring : The Principal will monitor the effectiveness of the RTI Resource through observation and feedback and data analysis.

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

1. Each grade level team has been assigned a MTSS support person to provide assistance and support with planning and implementation of interventions.
2. MTSS school team has been established to lead the MTSS process with clear job descriptions so there is clarity around expectations and roles.
- 3 MTSS block identified in the master schedule. Teachers are given clear expectations for implementation of interventions and how its connected to/ supporting the core.

4. A strategic design of how the various pillars of the MTSS model and how they will function within the over model has been created and staff trained in the model to ensure it is implemented correctly. The various pillars (systems of support) include MTSS/PSLT A, MTSS/PLST B, grade level PLCs, vertical PLCs, ILT and Attendance Remediation teams.
5. Monthly MTSS support sessions have been placed on the calendar for teachers to attend for support as needed with creating interventions and paperwork..
6. Weekly Wednesday MTSS meetings for Tier 3 students established on the calendar. PLCs will be held with teachers to review student response to tier 2 data - is it working? What will we do if not? MTSS team members are available to PLCs as needed to provide support and expertise during this process.
7. Meetings will be held to review progress and support individual teachers in problem solving for students with intensive needs at the individual level. These sessions will provide for another level of modeling the problem-solving process for teachers.
8. Professional development will be offered to all instructional staff for site-based training from RTi Resource teacher/Admin regarding school wide MTSS plan, Behavior Management Plan and also our Attendance Plan so all teachers are aware of the expectations and their part in the process to ensure it is run with fidelity.
9. Hire a Title 1 aide to assist with small group interventions - the Title 1 aide will pull small interventions groups with identified tier 2 and 3 students daily, 30mins a day.

Monitoring

Admin will attend MTSS meetings and monitor / give feedback to teachers and the MTSS support personnel to ensure that we are following the expectations and providing appropriate interventions as needed.

Monitor student data from title one aid to check progress/ give feedback to ensure success.

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

Attendance

1. Hire Parent Liaison to work alongside the RTI Resource Teacher and Social Worker, Community School Resource Teacher, and school leadership team and with all staff to improve parent communication/ relationships and engage in students' education. The parent liaison will lead the parent resource room, survey parents for their input, develop relationships with all community members and parents, help improve behaviors and attendance by home visits and mentoring.
2. To increase attendance, the school will purchase post cards to communicate with parents how much their child's attendance has improved. The social worker will provide data to the leadership team to maintain a focus on students who have more than 5 absences and tardies.

Monitoring

The administrators will progress monitor by pulling the attendance report and meeting with students who have excessive absences and tardies. This will begin in August 2021 through May 2022.

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the 2021 ELA FSA scores 22% in grades 3-5 scored at proficiency, which is level 3 or higher. This score was due to over 70% of students one of two levels below grade level in Reading, lack of teacher clarity and aggressive monitoring of standard mastery. By focusing on ELA, the instructional improvements will include instruction with rigorous text at or above complexity level expected for the grade, employing questions and task, both oral and written, which integrate the standards to help students understand the content and meaning of text with frequent monitoring of student reading abilities to drive the content for acceleration and remediation, resulting in an improvement in student proficiency on FSA ELA proficiency 2022.
Measurable Outcome:	22% of students fell at Tier 1 in Spring I-ready Reading 2021 and 19% of students fell at Tier 1 in Spring I-ready Math 2021. 30% of students will score in Tier 1 in Spring I-ready Reading 2022; and 30% of students will score in Tier 1 in Spring I-ready Math 2022
Monitoring:	Daily walkthroughs with actionable feedback by Admin team based on an ELA classroom walkthrough tool aligned to the instructional priority which included lesson planning during the PLC Sessions and components of the Four Principles of Excellent Instruction. Based on the PLC Planning sessions, the administration will use an ELA Look-fors data gathering tool to monitor the implementation of teachers providing target aligned academic feedback through aggressive monitoring. Teachers tiered and provided differentiated coaching in ELA instruction. Student EL unit Assessments. District Progress Monitoring Assessments monthly. Data discussed in PLCs/DDI process
Person responsible for monitoring outcome:	Sharon Waite (sharon.waite@hcps.net)
Evidence-based Strategy:	1. ELA Professional learning communities will be focused on standards-based planning, student work analysis, analyzing data from common assessments. Standards based planning/PLCs in ELA, with a focus on teacher clarity of the learning standard and assessment monitoring to ensure its mastery. 2. Use of walkthrough data to determine coaching next steps 3. On going observation and feedback to teachers on teacher clarity and aggressive monitoring process.
Rationale for Evidence-based Strategy:	We will use our standards-based planning ELA PLC's to strengthen teacher instructional practice in order to raise student achievement.

Action Steps to Implement

Re-evaluate planning and Data PLCs to strengthen teacher instructional practice.

1. Common planning time for ELA Standards based planning and Data PLCs. (50 mins daily) will ensure that teachers are planning ELA with instructional coaches in order to align the lessons with the grade level standards.
2. Use structures and expectations, roles and responsibilities for ELA planning to ensure time is maximized and lessons are prepared for daily instruction.
3. Empower ELA teacher leaders to lead planning/data PLCs to build teacher capacity and ensure teachers have a solid understanding of the standards.
4. Pre-planning week - July 26th - Pre-planning time for ELA standards-based planning and to internalize

the intended outcomes so teachers can really explore the standards in depth and make sure their assignments are aligned.

5. Conduct learning walks for ELA teachers to observe peers who are strong with teacher clarity and or aggressive monitoring of standards mastery. Additionally, these walk throughs will assist in the PLC Planning sessions to align standards with instruction.

Monitoring:

1. Admin and coaches will attend planning sessions and PLCS and provide feedback
2. Admin and coaches will conduct learning walks to collect data trends and provide individual feedback

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

Participate in ongoing professional learning in ELA to strengthen teacher instructional practice.

1. Hire 2 Reading Coaches -. The Coaches will focus on coaching, modeling, and lesson planning with teachers in grades K-5, with emphasis on teacher clarity and aggressive monitoring. The coaching and modeling will occur weekly under the supervision of the school Admin team. Follow-up data will be collected monthly to progress monitor implementation of coaching. The Coaches will meet weekly with teachers in grades K-5 to plan effective lessons based on grade level standards to meet the needs of students in grades K-5.
2. Use look Fors data form for the areas of focus - teacher clarity and aggressive monitoring, providing daily feedback to assist with PLC planning sessions for teacher mastery.
3. Provide professional learning through ILT based upon the look Fors and observation data to include: scaffolding question around teacher clarity, monitoring student progress towards the mastery of the standards.
4. Monthly Refresh/Reflect PD based on observation/Data. What we saw, what was positive (strategy spotlight), What we need to improve.
- 5.. Provide training on the new ELA BEST Standards Grades K -5, focusing intensely on the new K-2 standards.
- 6.. Admin and coaches conduct learning walks to collect data, give feedback and provide coaching cycles to teachers.

Monitoring:

1. Admin and coaches will attend ELA planning sessions/ ILT and PD sessions and provide feedback and follow up with observations and support.
2. Admin and coaches will conduct ELA learning walks to collect data trends and provide individual feedback and follow up with support.

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

Participate in ongoing ELA PLCS/DDI to strengthen teacher instructional practice

1. Use PLC/DDI calendar - dates related to common assessments in ELA - So teachers know when to be ready to meet together to dive into data.
2. Use ELA PLC expectations/protocols to maximize time spent together to focus/plan instruction on the correct standards needed to accelerate and to spiral to ensure mastery
3. DDI Professional Development during pre-planning to inform teachers of the process
4. In ELA planning/ PLCs 'Learning in the fast lane' by Susan Pepper Rollins will help teachers increase student engagement / accelerate their learning as collected through Learning walks and Walk Throughs.
5. Create ELA action plans for reteaching unmastered standards developed based off data analysis of common assessments.
6. Specific monitoring and plans for Black, SWD and Economically Disadvantaged ESSA subgroups below 41%.
7. Implement reteach plan of ELA standards not mastered during tutoring sessions, Extended Learning

time as well as reteach sessions by teachers.

8. Use the ELA Goal setting process for all students to assist with standards mastery by providing feedback to teachers and students following Walk Throughs and Monthly assessments.

Monitoring:

Admin to monitor and give feedback in ELA PLCS / create reteach plan. Classroom walkthrough's to monitor teacher clarity, and small group interventions.

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

Additional Schoolwide Improvement Priorities

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

For the 2019-20 school year Potter was ranked very high at 1,368 out of 1,395 schools Statewide. 7.7 recorded incidents per one hundred students compared to 1.0 per one hundred statewide. Suspensions 3.8 per one hundred. Ranked 856/1395 state and 101/126 County. The 20-21 school year (not provided in this data base) would have shown a decrease. Potter behavior data decreased from 54 reported incidents to 34.

At Potter Elementary we will:

- 1. Create a schoolwide Behavior Plan based on PBIS and House System**
- 2. The RTI Resource Teacher and Guidance Counselor will facilitate the implementation of Restorative Practices schoolwide to ensure students are equipped with calm down strategies, as well as to ensure a positive classroom environment.**
- 3. PD will be given at the start of the year to ensure all teachers are aware of our schoolwide behavior plan and have a strong tier 1 core system in place.**
- 4. Create a Comprehensive MTSS Team facilitated by the RTI Resource to ensure tiered support is provided to students whose needs are not being met by the Tier 1 plan.**

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.

Potter Elementary has just completed year 2 as a Community School under the NEA model. Potter Elementary is the hub of our community. We provide various resources and supports to families through purposeful partnerships and community connections based on data collected through a deep needs/asset assessment from all stakeholder groups (students, staff, family, community members).

We promote a positive culture by using our House System under the PBIS Model. We have 4 houses: Loyalty, Empathy, Ambition and Determination (LEAD) Students collect House points by showing their Eagle PRIDE (Prepared, Respect, Independent, Disciplined, Excellence)

3 core values: Put students first in every decision we make, lead with love and do whatever it takes to ensure our students succeed.

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

Administrators - Will lead all stakeholders with establishing clear vision/mission statement and core values and ensuring a safe environment

PBIS and Restorative Practices will be supported by the Students Services Team and Frameworks of Tampa Bay and implemented by the teachers.

SAC Team - SAC Chairperson, Admin, and SAC Team Members

Parents- support students and have open lines of communication with teachers and administration

Community Resource Teacher and Community Partners- provide the supports needed

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				\$185,144.45
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG	1.0	\$67,158.19
			Notes: *Math Resource Teacher will model best practices with staff and plan rigorous engaging lessons with a strong focus on problem solving. To pull intervention groups (approximately 30 Tier 2 and 3 students) based on need. To provide job embedded PD throughout the year.			
	5100	210-Retirement	3521 - Potter Elementary School	UniSIG		\$7,271.05
			Notes: *Math Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$4,166.41
			Notes: *Math Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$974.40
			Notes: *Math Resource Teacher-Medicare (1.45%)			

	5100	230-Group Insurance	3521 - Potter Elementary School	UniSIG		\$12,768.02
			Notes: *Math Resource Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	3521 - Potter Elementary School	UniSIG		\$342.72
			Notes: *Math Resource Teacher-Workers Comp (.51%)			
	5100	120-Classroom Teachers	3521 - Potter Elementary School	UniSIG	1.0	\$67,150.06
			Notes: *RTI Resource Teacher will lead our school wide MTSS program, providing a process for teachers to providing specific individualized interventions for tier 2/3 students, assisting teachers in establishing strong tier 1 program, oversee House System for behavior, Lead staff in PD for academic/behavior/attendance interventions, PLCs and restorative practices. Oversee wellness room and student advisory council.			
	5100	210-Retirement	3521 - Potter Elementary School	UniSIG		\$7,265.64
			Notes: *RTI Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$4,163.30
			Notes: *RTI Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$973.68
			Notes: *RTI Resource Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	3521 - Potter Elementary School	UniSIG		\$12,568.51
			Notes: *RTI Resource Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	3521 - Potter Elementary School	UniSIG		\$342.47
			Notes: *RTI Resource Teacher-Workers Comp (.51%)			
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$22,154.15
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	3521 - Potter Elementary School	UniSIG	1.0	\$16,291.93
			Notes: Teacher Aide is a new position that will assist with small group instruction and implementing teacher-developed lesson plans, under the direct supervision of a classroom teacher for LYA & LYB students in grade K-2. The teacher aide will also assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials, under the direct supervision of a classroom teacher.			
	5100	210-Retirement	3521 - Potter Elementary School	UniSIG		\$1,670.07
			Notes: Teacher Aide-Retirement (10.82%)			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$956.97
			Notes: Teacher Aide-FICA (6.2%)			
	5100	220-Social Security	3521 - Potter Elementary School	UniSIG		\$223.81
			Notes: Teacher Aide-Medicare (1.45%)			

	5100	230-Group Insurance	3521 - Potter Elementary School	UniSIG		\$2,932.65
			Notes: Teacher Aide-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	3521 - Potter Elementary School	UniSIG		\$78.72
			Notes: Teacher Aide-Workers Comp (.51%)			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$217,953.75