

Hillsborough County Public Schools

Potter Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	19
V. Reading Achievement Initiative for Scholastic Excellence	19
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	24

Potter Elementary School

3224 E CAYUGA ST, Tampa, FL 33610

[no web address on file]

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Waite, Sharon	Principal	Instructional Leader. Engages all stakeholders to improve student achievement.
Mann, Annika	Assistant Principal	Supports the role of the Principal, Also an instructional leader who supports curriculum and assessment needs of the school.
Broughton, Leikeisha	Behavior Specialist	Supports and ensures the School Wide Behavior plan and MTSS is followed with fidelity. Models best behavior practices Hs-5th Grade.
Castillo, Monica	Instructional Coach	Models, Coaches and plans with Reading Teachers 2, 4th, 5th to improve student achievement. Leads data analysis/plcs
Hogue-Brown, Sachia	Instructional Coach	Models, Coaches and plans with Reading Teachers K, 1, 3 to improve student achievement. Leads data analysis/plcs
Dickens, Brandi	Instructional Coach	Models, Coaches and Plans with Math teachers k-5 to improve student achievement. Leads data analysis/plcs

Stakeholder Involvement and SIP Development

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

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

We disseminate information involving the SIP process to all stakeholders through our monthly SAC Meetings and through our stakeholders who meet with us monthly in our community meetings. Met with all stakeholders in SAC committee to look at our data and goals. We also seek input from our stakeholders from surveys and voting.

SIP Monitoring

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

SIP will be monitored and reviewed regularly by the school wide leadership team and also in SAC Meetings. It is also reviewed and revised if needed during our ongoing data professional learning communities to ensure the needs of students are being met with the greatest achievement gaps.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	26	29	28	33	23	0	0	0	142	
One or more suspensions	0	2	2	5	6	11	0	0	0	26	
Course failure in English Language Arts (ELA)	0	0	0	47	32	0	0	0	0	79	
Course failure in Math	0	0	0	41	30	0	0	0	0	71	
Level 1 on statewide ELA assessment	0	0	0	63	63	62	0	0	0	188	
Level 1 on statewide Math assessment	0	0	0	49	54	62	0	0	0	165	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	50	50	51	0	0	0	151	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	9	20	22	0	0	0	53

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	6	0	16	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	31	20	30	19	24	0	0	0	125	
One or more suspensions	0	0	0	1	8	8	0	0	0	17	
Course failure in ELA	0	0	0	46	0	0	0	0	0	46	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	46	34	33	0	0	0	113	
Level 1 on statewide Math assessment	0	0	0	35	25	19	0	0	0	79	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	9	31	12	17	0	0	0	86	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	8	14	4	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	1	19	0	0	0	0	0	24
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	31	20	30	19	24	0	0	0	125	
One or more suspensions	0	0	0	1	8	8	0	0	0	17	
Course failure in ELA	0	0	0	46	0	0	0	0	0	46	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	46	34	33	0	0	0	113	
Level 1 on statewide Math assessment	0	0	0	35	25	19	0	0	0	79	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	9	31	12	17	0	0	0	86	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	8	14	4	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	1	19	0	0	0	0	0	24
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	16			19	53	56	22		
ELA Learning Gains				49	61	61	54		
ELA Lowest 25th Percentile				61	54	52	86		
Math Achievement*	21			37	60	60	35		
Math Learning Gains				70	69	64	61		
Math Lowest 25th Percentile				78	61	55	79		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	11			12	49	51	15		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	46			77			53		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	111
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	8	Yes	1	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	17	Yes	1	1
HSP	26	Yes	1	1
MUL				
PAC				
WHT				
FRL	22	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	42			
AMI				
ASN				
BLK	46			
HSP	45			
MUL				
PAC				
WHT				
FRL	51			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	16			21			11					46
SWD	6			17			10				4	
ELL	21			26							3	46
AMI												
ASN												
BLK	17			22			10				4	
HSP	14			17			15				4	59
MUL												
PAC												
WHT												
FRL	16			22			11				5	45

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	19	49	61	37	70	78	12					77
SWD	12	45	60	14	57	67	0					70
ELL	27	38		37	71		0					77
AMI												
ASN												
BLK	17	48	60	35	70	81	9					
HSP	23	46		43	67		17					76
MUL												
PAC												
WHT												
FRL	19	49	61	37	71	81	12					77

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	22	54	86	35	61	79	15					53
SWD	17	57		26	57		9					
ELL	27			23								53

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	18	48		35	63	70	8					
HSP	36			32								58
MUL												
PAC												
WHT												
FRL	22	54	86	35	61	79	15					53

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	15%	53%	-38%	54%	-39%
04	2023 - Spring	23%	54%	-31%	58%	-35%
03	2023 - Spring	16%	46%	-30%	50%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	28%	55%	-27%	59%	-31%
04	2023 - Spring	25%	59%	-34%	61%	-36%
05	2023 - Spring	25%	53%	-28%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	10%	47%	-37%	51%	-41%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Reading 17% Drop of 2%
Math 28 Drop of 9%
Science 11% drop of 1%

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

Reading proficiency declined - Teachers adapting to new curriculum, tests now online and no writing test (our students gained points in writing)
Math declined - Loss of an HE teacher and no math coach for the school year and a 5th vacancy

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 - lack of foundation skills and comprehension/ fluency.

Lack of consistent instruction in 4/5 due to vacancy. Ensure everyone is teaching K-5 standards aligned instruction.

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

Math gains - small group targeted learning based on data

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

Retained students struggling in reading,

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

Reading
Reading gains
Math
Science
Attendance

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To employ high leverage instructional practices /structures that allow all students to master grade level benchmarks. We want to ensure teacher's understanding of the grade level BEST standards and how to plan effectively to ensure lesson alignment. With the implementation of the new BEST standards we feel that further in-depth instructional practice specifically relating to Standards-aligned instruction is essential

Measurable Outcome:

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

By Dec 2023 at least 70% of teachers will be delivering standards based aligned lessons developed during collaborative planning sessions, as measured by our school wide walkthrough document. By May 2024 at least 100% of teachers will be delivering standards based aligned lessons developed during collaborative planning sessions, as measured by our school wide walkthrough document

Monitoring:

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

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/ Get Better Faster. Teachers will be tiered and provided differentiated coaching. Monthly student Math and ELA Wonder Unit Assessments taken and analyzed to inform instruction.

Data discussed in PLCs/DDI process

Person responsible for monitoring outcome:

Sharon Waite (sharon.waite@hcps.net)

Evidence-based Intervention:

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

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 by Administration.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will use our standards-based planning PLC's to strengthen teacher instructional practice in order to raise student achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Hire 2 Reading Coaches – -The Reading Coach will focus on coaching, modeling, and lesson planning with teachers in grades k-5. The coaches will provide embedded PD throughout the year.

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

By When: 08/23

Hire a math coach to model best practices to staff, The coach will plan rigorous engaging lessons with a strong focus on problem solving.

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

By When: 8/23

Purchases supplies for Math, ELA and Science instruction. Approx. 400 students K-5

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

By When: 8/23

Purchase 4 New touchscreen projection (Newline boards) to promote quality, 21 century instruction in the classroom and to allow each classroom at Potter to have one

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

By When: 9/23

K-5 Teachers will meet weekly in planning PLCs with content area coaches to plan work of high rigor aligned to the BEST standards. Planning expectations and norms for PLCS will be created by grade level teams and coaches.

Person Responsible: Annika Mann (annika.mann@hcps.net)

By When: Weekly

Teachers will analyze data in professional learning communities to ensure that students needs are being met by analyzing what standards have been mastered and what standards need reinforcing in small groups.

Teachers will create action plans for small group instruction based on this data to ensure that the needs of all students are being met.

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

By When: Ongoing.

K-5 teachers will participate in collaborative internalization PLC sessions to deepen teachers content knowledge of upcoming standards-based instruction.

Person Responsible: Annika Mann (annika.mann@hcps.net)

By When: Ongoing

With support of Admin, Coaches and District Reading DRT we will implement UFLI and Dibels K-5 to close Reading Achievement Gaps. Admin, Coaches and Teachers will participate in both UFLI and Dibels professional development. . Admin and Coaches will provide ongoing feedback and coaching on implementation.

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

By When: August 2023-May 2024

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our attendance data shows a critical need to decrease the number of students under 90% attendance rate.

We need to Improve our attendance rate to decrease the number of students under 90% attendance rate.

Students need to be in school to learn and maximize instructional time.

22-23 School year

Number of students below 90%

KG 3

1st 26

2nd 30

3rd 30

4th 34

5th 25

Total number of 150 students who had below 90% attendance for the 22-23 school year.

Measurable Outcome:

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

The number of students who have below 90% attendance for the 2023-2024 school year will decrease by 25% from 150 (in 2022-2023 school year) to 112 students for the 2023-2024 school year, as measured by attendance data collected in Ed Connect.

Monitoring:

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

School attendance team will collect and monitor school attendance data in a school wide spreadsheet. This will be reviewed in weekly attendance team meetings. A spread sheet will be maintained and updated weekly. The attendance will be reviewed so attendance plans, for students who are chronically absent, can be adjusted, if necessary. The attendance team will meet weekly to review all data . Interventions will be tiered to meet the needs and address the barriers. Data will be shared with all stakeholders.

Person responsible for monitoring outcome:

Sharon Waite (sharon.waite@hcps.net)

Evidence-based Intervention:

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

Research shows that missing 10 percent of the school year, or about 18 days (two days a month) in most school districts, negatively affects a student's academic performance.

RTI will be focused on strengthening Tier 1, 2, and 3 to improve student attendance, particularly with students

with chronic absenteeism

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using RTI for attendance is to utilize a schoolwide process that supports students at all three attendance tiers. The following 2 sources document the effectiveness of RTI:

1. John Hatties Effect Size on Response of Intervention 1.29
2. Kim and Streeter's Strategies and interventions for improving School Attendance.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

*Create a school wide attendance team to collect, track and monitor school wide attendance, using school wide data tracker. To meet once a week.

*School wide attendance team will train all staff in new tracking and monitoring procedures.

*Provide incentives for students who report to school - for example an A Team each month for students with perfect attendance, also class attendance incentives. Class attendance and daily attendance also featured and highlighted on the morning show - winners announced in the If you miss school you miss out morning show daily segment.

The attendance team will monitor the fidelity of the spreadsheet and ensure it is kept active and provide interventions which will include: staff calls, Attendance team calls, Admin calls, parent home required meetings and house visits.

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

By When: Active now -Attendance will be monitored weekly.

We will recognize Good and Improved Attendance - on the morning show - daily goal of 96%, Hil-light classes Each week we will have a House of the Week for Attendance - students earn a house point for each day of attendance - 5 max for the week.

Attendance Treat Cart - On Mondays and Fridays to improve attendance on these 2 days which are historically our lowest for attendance.

During Open House we will share the importance of attendance including the research regarding the connection between attendance and academic performance. Also workshops provided to parents on the importance of attendance.

Personal outreach by teachers to parents after 3 absences..

Attendance groups for tier 3 students to set goals/ monitor and provide incentives.

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

By When: Active now and ongoing

CSI, TSI and ATSI Resource Review

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

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students will be assessed at the start of the year using the district baseline assessments. Data will be analyzed in PLCs to ensure students receive the interventions they need through the MTSS process. Foundational skills lessons will be planned within the ELA block to ensure student learning gaps are addressed early. Support will also be provided by our two reading coaches, RTI Resource Teacher and the ELL Resource teacher. Students will use i-Ready Reading to provide additional tailored support. Data will be constantly tracked to ensure that our student's needs are met. Teachers this year will also be using DIBELS and UFLI in their classrooms.

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

Students will be assessed at the start of the year using district baseline assessments. Data will be analyzed in PLCs to ensure students receive the interventions they need through the MTSS process. Support will also be provided by our two reading coaches, RTI Resource Teacher and the ELL Resource teacher. Students will use i-Ready Reading and Achieve 3000 to provide additional tailored support. Data will be constantly tracked to ensure student's needs are met. Teachers this year will also be using DIBELS and UFLI in their classrooms.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

At least 25% of students in grade K, 1 and 2 will be proficient on the progress monitoring assessment.

Grades 3-5 Measurable Outcomes

At least 25% of students in grade 3, 4 and 5 will be proficient on the progress monitoring assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will take the i-Ready Reading diagnostic three times within the school year to track progress. We will also use the assessments within Wonders to assess student performance on the standards based

items. Achieve level set will be conducted three times as well in grades 3-5 to monitor progress. We will also be using Dibels K-5.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Hogue-Brown, Sachia, sachia.hogue-brown@hcps.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Students will use i-Ready Reading in grades K-5 and Achieve 3000 in grades 3-5 on a daily basis as part of

their reading rotation. Students who have phonics deficiencies will receive additional small group instruction. This is in addition to on grade level content presented using the Wonders Curriculum and i-Ready tool box resources, UFLI and Dibels.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The interventions in small group instructions last year showed success in the percentage of students who may not of been proficient in reading did make a year's growth.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Coaches to meet with Leadership weekly to identify tiered teachers needing coaching support and provide coaching cycles and support for those identified teachers. All teachers will be planning with coach support weekly.	Mann, Annika, annika.mann@hcps.net
Identify students who are not meeting proficiency through the MTSS process and develop a schedule for intervention. Assess the students to determine the appropriate instructional intervention. Group the students based on need and determine who will provide the interventions and when. Analyze data every 6 weeks to track student progress. Conduct walkthroughs during imTSS time and also small group reading time to monitor effectiveness of the interventions. Feedback will be provided to teachers and data will be analyzed to determine next steps for professional development for teachers	Broughton, Leikeisha, leikeisha.broughton@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

Information about Potter's SIP School website is found on hillsboroughschools.org. We also disseminate information involving the SIP process to all stakeholders through our monthly SAC Meetings and through our stakeholders who meet with us monthly in our community meetings. We also are active on our school Facebook and X page and Instagram page. We meet with all stakeholders in SAC committee to look at our data and goals. We also seek input from our stakeholders from surveys and voting.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

School website is found on hillsboroughschools.org. As a community school we engage our families in 5 traditional events throughout the year - Back to School Bash, SteamO'ween, Thanksgiving, Winter Fest and also our Black History Month event. We hold monthly coffee talks with families and participate in home visits. We also hold conference nights four times a year and also engage our families in curriculum information nights. Also we hold parent workshops on different topics with our partnership with Frameworks of Tampa Bay. Parents and community members are also invited three times a week to shop in our onsite food pantry and clothes closet. Parents are engaged too through out monthly newsletters and weekly parent telephone messages or texts..

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

Potter aims to strengthen the academic program in the school by focusing on the BEST standards. To employ high leverage instructional practices /structures that allow all students to master grade level benchmarks. We want to ensure teacher's understanding of the grade level BEST standards and how to plan effectively to ensure lesson alignment. With the implementation of the new BEST standards we feel that further in-depth instructional practice specifically relating to Standards-aligned instruction is essential. We will be planning together with clear expectations and also analyzing data in professional learning communities to constantly meet our students' needs. We will be working in small groups to focus on standards that need reinforcing..

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

N/A

Optional Component(s) of the Schoolwide Program Plan

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

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

We have a partnership with Frameworks of Tampa Bay. Our district student services department provides support. An in-school counselor is on campus three days a week. We embed SEL practices into our learning each day, through classroom building sessions and provide PD to staff. Panorama survey is completed by our intermediate students and results are used to determine additional supports.

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

N/A

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

Our school has an MTSS Team who problem solve each week in PSLT. Teachers are provided training on the MTSS process. Students are identified who need academic, attendance and/or behavioral support. Teachers meet monthly with the team to discuss students and their tier intervention progress and set next steps. Walkthroughs are conducted monthly by the MTSS Team to ensure fidelity of implementation.

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

Professional learning is completed through weekly planning PLCS, ongoing data PLCS and scheduled PD based on teacher and student academic needs. Teachers also receive content area PD through our District Content Area Leaders to deepen their content knowledge before they embark on new units in Reading, Math and Science.

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

Our Head Start Program teachers attend planning and professional communities and PD to embed KG best practices to help prepare students for success. We invite local childhood programs to meet with our Head Start and KG teachers and also to tour our school to prepare for KG.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

Yes