

Hillsborough County Public Schools

# Buckhorn Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Buckhorn Elementary School

2420 BUCKHORN SCHOOL CT, Valrico, FL 33594

[ no web address on file ]

## Demographics

Principal: Corrie Heidt

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (58%) 2018-19: B (59%) 2017-18: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Buckhorn Elementary School

2420 BUCKHORN SCHOOL CT, Valrico, FL 33594

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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.

To provide a learning environment where students feel motivated to achieve to the best of their abilities in order to become successful and responsible citizens.

#### Provide the school's vision statement.

Learners today. Leaders tomorrow.

### School Leadership Team

#### Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Horn, Tara	Principal	
Heidt, Corrie	Assistant Principal	
Anderson, Melissa	School Counselor	
Allen, Amanda	Other	
Montgomery, Kasandra	SAC Member	Lead Monthly meetings, work on school improvement plan

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Corrie Heidt

**Number of teachers with a 2022 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.*

2

**Number of teachers with a 2022 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.*

13

**Total number of teacher positions allocated to the school**

58

**Total number of students enrolled at the school**

750

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

### Demographic Data

### Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	121	112	132	151	130	136	0	0	0	0	0	0	0	782
Attendance below 90 percent	0	29	15	19	18	23	0	0	0	0	0	0	0	104
One or more suspensions	0	5	4	6	8	9	0	0	0	0	0	0	0	32
Course failure in ELA	0	0	0	27	0	0	0	0	0	0	0	0	0	27
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	31	17	25	0	0	0	0	0	0	0	73
Level 1 on 2022 statewide FSA Math assessment	0	0	0	32	16	22	0	0	0	0	0	0	0	70
Number of students with a substantial reading deficiency	0	3	1	31	17	25	0	0	0	0	0	0	0	77

Using the table above, complete the table below with the number of students by current grade level who have 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	3	0	3	7	3	0	0	0	0	0	0	0	16

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/18/2022

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	106	100	112	137	113	122	0	0	0	0	0	0	0	690
Attendance below 90 percent	8	4	7	5	5	6	0	0	0	0	0	0	0	35
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 FSA ELA assessment	0	0	0	13	14	16	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	18	14	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	0	0	16	13	15	0	0	0	0	0	0	0	44

**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	4	3	3	6	5	3	0	0	0	0	0	0	0	24

**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	4	0	6	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	106	100	112	137	113	122	0	0	0	0	0	0	0	690
Attendance below 90 percent	8	4	7	5	5	6	0	0	0	0	0	0	0	35
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 FSA ELA assessment	0	0	0	13	14	16	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	18	14	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	0	0	16	13	15	0	0	0	0	0	0	0	44

**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	4	3	3	6	5	3	0	0	0	0	0	0	0	24

**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	4	0	6	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	53%	56%				64%	52%	57%
ELA Learning Gains	57%						62%	55%	58%
ELA Lowest 25th Percentile	41%						55%	50%	53%
Math Achievement	67%	50%	50%				64%	54%	63%
Math Learning Gains	71%						58%	57%	62%
Math Lowest 25th Percentile	52%						45%	46%	51%
Science Achievement	54%	59%	59%				67%	50%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	52%	14%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	61%	55%	6%	58%	3%
Cohort Comparison		-66%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%	54%	9%	56%	7%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	54%	11%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	64%	57%	7%	64%	0%
Cohort Comparison		-65%				
05	2022					
	2019	63%	54%	9%	60%	3%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	51%	14%	53%	12%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	31	24	32	53	50	21				
ELL	31	32	33	50	67		25				
ASN	83			100							
BLK	43	29		37	64						
HSP	52	50	35	53	67	59	44				
MUL	72	71		72	71		60				
WHT	71	63	45	76	73	37	59				
FRL	54	53	41	54	64	50	41				

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	36	42	54	40	43	18	29				
ELL	43	38		44	31		40				
ASN	75			92							
BLK	56			47	30		20				
HSP	57	48	36	59	50	25	56				
MUL	74			65							
WHT	68	59	69	68	51	18	50				
FRL	56	52	58	54	49	29	43				
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	33	52	49	41	48	50	34				
ELL	43	47	33	55	63	54	50				
ASN	69	67		81	83						
BLK	52	64		52	55						
HSP	57	53	44	64	60	43	54				
MUL	64	59		76	65						
WHT	68	66	63	63	55	40	70				
FRL	57	61	61	53	55	43	58				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

Across grade levels, core content instruction is not consistent and appears to be our weakest area. Overall, we show great improvement with small group instruction and our lowest performing students show high levels of growth in math.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement lies with Bottom Quartile Reading instruction. Our lowest performing students struggle the most with reading and comprehension.

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

We had a school-wide focus on math and science last year (due to prior scores), so we are going to apply the same urgency and programs to reading this year.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Bottom Quartile math students in 3rd (100%) and 4th grade (84%) showed high levels of gains. Fifth grade BQ gains were only 30%, so our focus will be working with those teachers using planning and core instruction as the main focus.

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

We utilized PD on small group math instruction and placed our VE Resource teachers in the most appropriate classrooms to assist with instruction of our lowest performing students.

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

We will be concentrating on Reading comprehension as a school-wise focus this year as well as vocabulary instruction.

**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.**

We now have Teacher Talent Developers (TTD) who are on campus to assist with Coaching and Planning. They are providing PD throughout the year based on the need for more small group instruction.

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

We have a group of teacher leaders who will continue in that role and identify a focus each year to prepare for during the summer based on data. They will present at pre-planning and throughout the year to ensure follow through.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Small Group Instruction****Area of Focus Description and****Rationale:**

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

ELA BQ scores decreased quite a bit and we realized that something needed to change. Students tend to show more growth when instructed in a small group setting rather than whole group.

**Measurable Outcome:**

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

Our FSA ELA BQ scores decreased significantly and we plan to raise student gains to 100%. We will be measuring the small group implementation throughout the year using walk-throughs and informals.

**Monitoring:**

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

We will monitor iReady scores, math monthlies, and small group informal assessments. The entire leadership team will be responsible for monitoring the small group progress. During PLC's, data chats, and report card reviews, student data will be discussed.

**Person responsible for monitoring outcome:**

Tara Horn (tara.horn@hcps.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Planning in the core curriculum within teams and subject area utilizing our Teacher Talent Developers.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Our TTD's are highly trained. Our data shows that we are not reaching ALL students in core instruction.

**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.

Leadership attends PLC's to ensure linking of planning to assessing learning for ALL students.

**Person Responsible**

Tara Horn (tara.horn@hcps.net)

Students with Disabilities (SWD) will be pulled into smaller group areas to focus on specific skill sets and deficits.

**Person Responsible**

Amanda Allen (amandaj.allen@hcps.net)



## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### Describe how the school addresses building a positive school culture and environment.

- 1) Teacher and Student incentives (Teacher Appreciation Week, Student Appreciation Week, Silly String your teacher, Principal for the Day, Gaming Bus for reading minutes, Kona Ice quarterly, food truck for staff, coffee cart for staff)
- 2) A focus on building positive relationships with all stakeholders (business partners, spirit nights)
- 3) Community Involvement (staff and students attend community events, new teacher orientations, Bear Pals)
- 4) Classroom lessons on kindness and friendship (Counselor provides classroom lessons on kindness, friendship, and anti-bullying)
- 5) Lessons on Social/Emotional Learning (Counselor provides classroom lessons)
- 6) Staff are recognized for positive contributions to other staff and students ("Shout-outs" with prizes when staff members recognize each other for positive contributions, staff wellness room created to continue the culture of positivity, Bear of Week where staff members recognize others for contributions)

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

Tara Horn, Principal - in charge of setting the overall tone of the school  
 Corrie Heidt, Assistant Principal - assists with setting the overall tone of the school  
 Melissa Anderson, School Counselor - assists with student culture and working with classrooms  
 All staff members are responsible for treating others with kindness and respect  
 Business Partners - being active members of the school and supporting the school with volunteerism and spirit events  
 PTA - sponsoring events throughout the year, supporting staff and students with grants