

Hillsborough County Public Schools

# Limona Elementary School



2022-23 Schoolwide Improvement Plan

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# Limona Elementary School

1115 TELFAIR RD, Brandon, FL 33510

[ no web address on file ]

## Demographics

Principal: Marlou Bates

Start Date for this Principal: 7/1/2018

<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)	97%
<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: A (62%) 2018-19: B (55%) 2017-18: B (54%)
<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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# Limona Elementary School

1115 TELFAIR RD, Brandon, FL 33510

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	97%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

## School Grades History

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

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## 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.

Limona will build a positive, academically challenging and safe environment for students to achieve success.

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

Limona students will be prepared to succeed in life.

### 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
Bates, Marlou	Principal	Monitor data, coach teachers, facilitate curriculum discussions, and provide professional learning opportunities
French, JeanMarie	Other	Review data and provide teacher's with ELA resources as needed

### Demographic Information

#### Principal start date

Sunday 7/1/2018, Marlou Bates

**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.*

0

**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.*

10

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

40

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

568

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

7

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

9

**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	91	93	101	98	104	81	0	0	0	0	0	0	0	568
Attendance below 90 percent	0	25	26	33	17	14	0	0	0	0	0	0	0	115
One or more suspensions	0	0	2	1	0	0	0	0	0	0	0	0	0	3
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 2022 statewide FSA ELA assessment	0	0	0	21	11	15	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	19	8	24	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	4	6	12	14	2	7	0	0	0	0	0	0	0	45

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	0	2	6	6	0	0	0	0	0	0	0	0	14

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	3	5	9	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

**Date this data was collected or last updated**

Tuesday 8/23/2022

**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	91	93	108	115	86	104	0	0	0	0	0	0	0	597
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	9	5	12	0	0	0	0	0	0	0	26

**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	1	0	0	8	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

**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	91	93	108	115	86	104	0	0	0	0	0	0	0	597
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	9	5	12	0	0	0	0	0	0	0	26

**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	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	1	0	0	8	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

**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	64%	53%	56%				66%	52%	57%
ELA Learning Gains	65%						58%	55%	58%
ELA Lowest 25th Percentile	54%						35%	50%	53%
Math Achievement	72%	50%	50%				69%	54%	63%
Math Learning Gains	72%						52%	57%	62%
Math Lowest 25th Percentile	56%						48%	46%	51%
Science Achievement	51%	59%	59%				58%	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	62%	52%	10%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	62%	55%	7%	58%	4%
Cohort Comparison		-62%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	54%	14%	56%	12%
Cohort Comparison		-62%				

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	75%	54%	21%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	63%	57%	6%	64%	-1%
Cohort Comparison		-75%				
05	2022					
	2019	58%	54%	4%	60%	-2%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	51%	4%	53%	2%
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	19	25	25	39	56	50	18				
ELL	46	57	40	56	57		33				
ASN	87			100							
BLK	47	69	50	54	63	56	33				
HSP	60	61	50	71	68	58	56				
MUL	80	70		80	90						
WHT	71	64		79	72	60	48				
FRL	58	60	48	64	66	57	45				

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	23			35			30				
ELL	48	55		52	45		27				
ASN	78			83							
BLK	45	48		39	38		32				
HSP	52	40		59	35		30				
MUL	79			93							
WHT	67	61		75	50		65				
FRL	51	48	35	59	40	44	40				
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	27	27	19	42	41						
ELL	56	63	60	59	57	63					
ASN	93	82		93	92						
BLK	53	48	33	63	45		38				
HSP	63	60	42	57	51	52	55				
MUL	52	43		70	46						
WHT	75	61	30	79	51	29	69				
FRL	58	55	40	63	55	59	47				

**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	61
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	56
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	8
Percent Tested	100%
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%	0

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	94
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	53
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	60
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	80
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	66
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	57
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?**

Lack of vocabulary and need for differentiated instruction across the subject areas and grade levels is evident.

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

Vocabulary and differentiated instruction need to improve based off of iReady, FSA, and teacher assessments.

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

There's a wide range of instructional levels and the need for students and teachers to focus on students contributing more of the dialogue in the classrooms. Teachers will focus on vocabulary, providing differentiated instruction, and using accountable talk with their students. The school will provide trainings and will be monitored through PLCs and MTSS.

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

Student comprehension, increased proficiency on FSA, increased learning gains, and bottom quartile gains.

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

More targeted, focused instruction along with targeted PLCs and planning.

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

Accountable talk about texts and journal responses

**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.**

Peer visits and accountable talk stems  
 Differentiation focusing on higher performing students  
 Professional development

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

Continue PLCs and team planning using the instructional guides to help teachers narrow in on instruction.

**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 ELA**

**Area of Focus Description and Rationale:**

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

Based on student data, teachers will continue to use differentiated instruction and facilitate student led conversations in small group.

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

By the end of the 2022-2023 school year, the percent of students in grades 3-5 making gains in the bottom quartile on the FAST ELA assessment will increase from 54% to 60%. Our SWD students will include an increase on the FAST ELA assessment from 33% to 50% proficient.

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

The administrative team will conduct walkthroughs in the classrooms looking for differentiated instruction and student led conversations. Feedback on the walkthroughs will be shared with the teachers.

**Person responsible for monitoring outcome:**

Marlou Bates (marlou.bates@hcps.net)

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

Teacher will utilize differentiated instruction techniques that will show evidence of improvement on diagnostics.

**Rationale for Evidence-based Strategy:**

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

Differentiated instruction will be used because it is tailored to the students instructional levels.

**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.

1. Provide teacher training for differentiated instruction and student led discussion
2. Provide time for common planning to focus on standards and questioning
3. Provide ELP for reading
4. Provide differentiated instruction for students in reading and mathematics
5. Offer modified curriculum to meet the needs of students with disabilities

**Person Responsible**

Marlou Bates (marlou.bates@hcps.net)

**#2. Instructional Practice specifically relating to Professional Learning Communities**

**Area of Focus Description and**

**Rationale:**

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

Lack of student growth based on FSA scores identified a critical need for a focus on data analysis by teachers.

**Measurable Outcome:**

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

Based on data from the FAST assessments, student learning gains will increase from 65% to 70% in ELA and the bottom quartile will increase from 54% to 60% in ELA.

**Monitoring:**

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

Teams will turn in PLC notes reflecting their analysis of student data.

**Person responsible for monitoring outcome:**

Marlou Bates (marlou.bates@hcps.net)

**Evidence-based Strategy:**

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

Through professional learning communities, teachers will review data from monthly assessments in ELA and math.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Teachers will analyze their data in professional learning communities with a data team member and be able to discuss students' strengths and weaknesses to improve 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.

1. Hold professional learning community collaboration meetings bi-monthly with a log to discuss and record Response to Intervention data. Share the data with the problem solving leadership team to analyze data and trends, identify barriers, discuss best practices in providing interventions and progress monitoring of student growth.
2. Use monthly assessment data to assist in identifying students' needs
3. Provide vertical professional learning community meetings throughout the school year

**Person Responsible**

Marlou Bates (marlou.bates@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.**

Teachers assist in decision making through our steering committee that meets monthly. Additionally, all staff are encouraged to share concerns or ideas for improvement with administration. Parents can participate in our environment through becoming a member of our school advisory council and our school PTA. Events are planned throughout the school year to help encouraging a positive school climate with parents, teachers, and students. Students follow a code of conduct while staff encourage a positive culture through the classroom and school behavior plan.

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

Teachers encourage and create a positive culture in the classroom. The administration team encourages a school wide positive culture in the school.