

Hillsborough County Public Schools

Cimino Elementary School



2021-22 Schoolwide Improvement Plan

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Cimino Elementary School

4329 CULBREATH RD, Valrico, FL 33596

[no web address on file]

Demographics

Principal: Joanne Griffiths

Start Date for this Principal: 6/5/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (59%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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4329 CULBREATH RD, Valrico, FL 33596

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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SIP Authority

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To maximize student potential and provide them with the knowledge, skills and character necessary for college and career success.

Provide the school's vision statement.

To be a top performing school in Hillsborough County.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Griffiths, Joanne	Principal	<p>Leadership team meetings can include the following:</p> <p>Principal</p> <p>Assistant principal</p> <p>Guidance Counselor</p> <p>SAC Chair\School Psychologist/ Behavior team representative</p> <p>School Social Worker/ Attendance Committee Representative</p> <p>Academic Coach (reading)</p> <p>ESE Teachers</p> <p>PLC Liaisons for each grade level and/or content area</p> <p>District support staff</p> <p>The Leadership team meets regularly(bi-weekly/ bi -monthly) The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process. 2. Support the implementation of high quality instructional practices at the core(Tier1) and intervention/enrichment (Tiers 2&3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goals in curricular, behavioral and attendance domains. 4. Communicate school-wide data to PLC's and facilitate problem solving within the content/grade level teams. <p>A collaborative culture of shared responsibility is established through the Leadership Team Meetings and PLC's.</p>
Fiorita, Anne	Assistant Principal	<p>Collaborates and problem solves to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process.</p> <p>Supports the implementation of high quality instructional practices at the core(Tier1) and intervention/enrichment (Tiers 2&3) levels.</p> <p>Reviews ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goals in curricular, behavioral and attendance domains.</p> <p>Communicates school-wide data to PLC's and facilitate problem solving within the content/grade level teams.</p>
Edinger, Amanda	School Counselor	<p>Supports the implementation of intervention/enrichment strategies.</p> <p>Ensures the fidelity of behavioral and attendance domains.</p> <p>Communicates problem solving strategies within the content/ grade level teams.</p>
Bird, Michelle	SAC Member	<p>Supports the implementation of intervention/enrichment strategies.</p> <p>Ensures the fidelity of behavioral and attendance domains.</p>

Name	Position Title	Job Duties and Responsibilities
		Communicates problem solving strategies within the content/grade level teams.
Robinson, Jenna	Attendance/Social Work	Supports the implementation of intervention/enrichment strategies. Ensures the fidelity of behavioral and attendance domains. Communicates problem solving strategies within the content/grade level teams.
Pepe, Kerri	SAC Member	Collaborates and problem solves to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process. Communicates problem solving strategies within the content/grade level team.
Bird, Madison	SAC Member	Supports the implementation of intervention/enrichment strategies. Ensures the fidelity of behavioral and attendance domains. Communicates problem solving strategies within the content/grade level teams.
Blackmon, Angela	School Counselor	Supports the implementation of intervention/enrichment strategies. Ensures the fidelity of behavioral and attendance domains. Communicates problem solving strategies within the content/grade level teams.
Reynolds, KellyL	Teacher, ESE	Supports the implementation of intervention/enrichment strategies. Ensures the fidelity of behavioral and attendance domains. Communicates problem solving strategies within the content/grade level teams.
Bristol, Katelyn	Instructional Media	Supports the implementation of school wide reading enrichment strategies. Communicates reading enrichment strategies within the content/grade level teams.
Neidhardt, Maggie	Psychologist	Collaborates and problem solves to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process. Supports the implementation of high quality instructional practices at the core(Tier1) and intervention/enrichment (Tiers 2&3) levels. Reviews ongoing progress monitoring data at the core to ensure

Name	Position Title	Job Duties and Responsibilities
		fidelity of instruction and attainment of SIP goals in curricular, behavioral and attendance domains.

Demographic Information

Principal start date

Monday 6/5/2017, Joanne Griffiths

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

1

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

12

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

820

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

2

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

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	23	30	14	17	19	20	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	26	16	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	28	15	0	0	0	0	0	0	0	68
Number of students with a substantial reading deficiency	13	57	30	41	27	27	0	0	0	0	0	0	0	195

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	1	0	0	0	0	0	0	0	1

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	4	9	3	1	1	0	0	0	0	0	0	0	0	18
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

Tuesday 8/31/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	126	124	122	121	122	137	0	0	0	0	0	0	0	752
Attendance below 90 percent	8	8	10	13	14	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	17	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	20	0	0	0	0	0	0	0	29

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	126	124	122	121	122	137	0	0	0	0	0	0	0	752
Attendance below 90 percent	8	8	10	13	14	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	17	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	20	0	0	0	0	0	0	0	29

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	1	0	1	1	0	0	0	0	0	0	0	0	3

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	52%	57%	69%	52%	56%
ELA Learning Gains				69%	55%	58%	56%	52%	55%
ELA Lowest 25th Percentile				68%	50%	53%	33%	46%	48%
Math Achievement				68%	54%	63%	70%	55%	62%
Math Learning Gains				69%	57%	62%	69%	57%	59%
Math Lowest 25th Percentile				41%	46%	51%	52%	44%	47%
Science Achievement				67%	50%	53%	67%	51%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	52%	16%	58%	10%
Cohort Comparison						
04	2021					
	2019	69%	55%	14%	58%	11%
Cohort Comparison		-68%				
05	2021					
	2019	69%	54%	15%	56%	13%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	54%	6%	62%	-2%
Cohort Comparison						
04	2021					
	2019	78%	57%	21%	64%	14%
Cohort Comparison		-60%				
05	2021					
	2019	66%	54%	12%	60%	6%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	68%	51%	17%	53%	15%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostics

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	38%	61%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	12%	22%	45%
	English Language Learners	0%	11%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	42%	59%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	15%	33%	39%
	English Language Learners	0%	22%	44%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47%	63%	70%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	25%	32%	49%
	English Language Learners	17%	17%	34%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28%	48%	71%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	14%	30%	48%
	English Language Learners	0%	0%	67%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58%	66%	68%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	26%	34%	44%
	English Language Learners	26%	14%	29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	39%	57%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	6%	12%	37%
	English Language Learners	0%	0%	29%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	50%	57%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	21%	28%	34%
	English Language Learners	7%	12%	12%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	39%	58%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	15%	22%	40%
	English Language Learners	7%	6%	12%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	49%	58%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	11%	13%	13%
	English Language Learners	33%	33%	33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	41%	59%
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	8%	8%	13%
	English Language Learners	0%	0%	33%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	63.9%	61.8%	58%
	Economically Disadvantaged	66.7%	57.9%	38%
	Students With Disabilities	32%	49.6%	17%
	English Language Learners	100%	60.6%	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	31	42	36	38	69	68	22				
ELL	46			42							
BLK	44	36		39	36						
HSP	59	65		51	50	60	32				
MUL	62	80		62	90						
WHT	75	67	50	76	81	71	68				
FRL	53	58	53	53	71	76	38				
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	51	52	33	40	32	26				
ELL	50	40		64	50						
BLK	55	57		47	43		61				

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
HSP	58	65	61	56	71	46	49				
MUL	68	75		76	81		82				
WHT	75	71	66	75	69	38	73				
FRL	46	53	67	55	58	41	47				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	39	36	29	36	47	25	62				
ELL	73	73		45	64						
BLK	58	61	30	53	74		55				
HSP	63	65	41	66	70	67	65				
MUL	64	65		67	61		70				
WHT	73	51	30	75	68	44	69				
FRL	54	46	29	58	62	45	62				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
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	59
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

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%	

Analysis

Data Analysis

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

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

Cimino Elementary School FSA 2021 data reflects that student proficiency in both ELA and Math decreased by 2%. ELA Gains for bottom quartile students had a significant decrease of 18%. Math gains for all students increased by 3% and bottom quartile students in Math made significant gains from 41% in 2019 to 68% in 2021. This performance trend is not reflected in the data for subgroup students.

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

ELA proficiency and gains demonstrate the greatest need for improvement for all students as well as students representing each subgroup.

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

Ineffective progress monitoring strategies contributed to this need for improvement. As a result, planning for instruction and professional development to improve teaching effectiveness was not tightly focused.

Using assessment during instruction is an area of need to determine the effectiveness of Tier 1 strategies. During PLC meetings, teams will need to identify which professional development trainings will enhance instruction in order to increase student performance. Using data to drive planning and instruction will be a school wide area of focus.

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

Math gains for bottom quartile students showed the most improvement.

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

Implementation of a school wide iReady Math Challenge using incentives to motivate student engagement contributed to this improvement.

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

School wide focus on using data to plan for instruction and effective progress monitoring will need to be implemented in order to accelerate learning.

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.

Academic content area representatives for each grade level meet monthly to disaggregate data and plan for instruction. Time for deep planning and professional development will be scheduled weekly.

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

Progress monitoring supported during monthly RtI/MTSS meetings facilitated by the Student Support Services Team will engage teams and teachers in analyzing data and determining targeted interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Students will achieve academic gains when important goals are identified using data and progress monitoring is frequent and used to differentiate and accelerate student learning.
Measurable Outcome:	Student achievement will increase in Mathematics and English Language Arts for students in the bottom quartile by 10%. Overall mathematics and English Language Arts gains will increase for students across all grade levels.
Monitoring:	This area of focus will be monitored using data and frequent progress monitoring.
Person responsible for monitoring outcome:	Joanne Griffiths (joanne.griffiths@hcps.net)
Evidence-based Strategy:	Evidence-based strategies will include weekly standards-focused PLC's, standards based coaching cycles in mathematics, daily small group math and ELA instruction and targeted interventions designed to meet individual student needs. Grade level teams will utilize standards-based resources during weekly PLC meetings to strengthen their capacity to plan and deliver effective core instruction. Teachers will improve their progress monitoring strategies by working in collaborative groups to discuss triangulation and interventions.
Rationale for Evidence-based Strategy:	Professional learning community practices are proven to be effective in building teaching capacity and the academic performance of students. When implemented with fidelity, this strategy will enable teachers to meet regularly, share expertise, and work collaboratively to improve teaching and student outcomes.
Action Steps to Implement	
Create master schedule that supports daily common planning time and weekly standards focused PLCs.	
Person Responsible	Joanne Griffiths (joanne.griffiths@hcps.net)
Coaching cycles focused on planning and implementing rigorous standards based instruction will be scheduled regularly.	
Person Responsible	Joanne Griffiths (joanne.griffiths@hcps.net)
Professional Development will be scheduled monthly to enable teachers to choose from multiple opportunities for training.	
Person Responsible	Joanne Griffiths (joanne.griffiths@hcps.net)
Teachers on each grade level team will act as a member of an academic team or problem solving leadership team.	
Person Responsible	Joanne Griffiths (joanne.griffiths@hcps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Personalized learning opportunities will be enhanced for students with disabilities to maximize their engagement. SWD's will have multiple means of engagement, representations of content, and ways to express knowledge.

Measurable Outcome: Student achievement will increase in ELA and Math for SWD by 10%. Overall gains will increase for SWD across all grade levels.

Monitoring: This area of focus will be monitored using data and frequent progress monitoring.

Person responsible for monitoring outcome: Joanne Griffiths (joanne.griffiths@hcps.net)

Evidence-based Strategy: The research-based strategies that will be implemented include control of task difficulty, using a combination of direct instruction and differentiated strategies.

Rationale for Evidence-based Strategy: These strategies provide specific research-based approaches that improve student performance.

Action Steps to Implement

Identify differentiated strategies to teach students at their instructional level, sequence from simple to complex, adjust assignments, provide necessary accommodations.

Person Responsible: Joanne Griffiths (joanne.griffiths@hcps.net)

Identify and communicate Standards-based Learning Target and Success Criteria.

Person Responsible: Joanne Griffiths (joanne.griffiths@hcps.net)

Small group instruction

Person Responsible: Joanne Griffiths (joanne.griffiths@hcps.net)

Provide specific, immediate, and positive feedback

Person Responsible: Joanne Griffiths (joanne.griffiths@hcps.net)

Additional Schoolwide Improvement Priorities

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

The Leadership Team will monitor the fidelity and effectiveness of each area of focus strategy. In collaboration with the PLC facilitators and grade level teams, the leadership will plan, check, do, and adjust our strategies to improve student and teaching performance. A positive culture of collaboration, communication, feed-forward, and shared ideas will be prioritized.

Part IV: Positive Culture & Environment

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

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

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

Cimino recognizes that each child is an individual, is creative, and needs to succeed. Cimino respects the individual needs of children, fosters a caring and creative environment, and emphasizes the social, emotional, physical, and intellectual development of each child. We seek to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning. We nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere and by promoting school spirit, and pride in ourselves through our daily studies and our educational accomplishments.

Teamwork leads to success. Cimino Elementary takes pride in maintaining a safe and positive learning climate with rigorous academic expectations. Working collaboratively with staff, families and the community we have been recognized as a National School of Character and we are working toward recertification. Our goal is to build a strong foundation for student success based on understanding, practicing the following core traits: Respect, Responsibility, Honesty, Gratitude, Patriotism, Caring, Self-Control, Perseverance, Cooperation, and Patience.

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

Cimino's Problem-Solving Leadership Team includes our administrators, school counselors, school social worker, psychologist, and PLC Facilitators. Each stakeholder plays an integral role in promoting a positive school culture and environment. We utilize the problem-solving model to determine which area of need requires a specific strategy to reinforce school norms and expectations. Intervention strategies may include academic interventions as well as counseling, mentoring, and other pupil support services to promote a positive culture. School Counselors facilitate monthly character recognition ceremonies to celebrate students who have exemplified the character trait of the month in their daily words and deeds. Each morning, all students across the campus recite our school creed developed by our school social worker to reinforce the expectations for the day. In addition, each classroom recognizes expected positive behaviors and awards incentives on a daily basis. Cougar Paws are distributed and announced on the Morning Show to recognize school wide qualities that are essential in maintaining a positive culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00