

Hillsborough County Public Schools

Cimino Elementary School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2021-22 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	2021-22: A (65%) 2018-19: A (64%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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Cimino Elementary School

4329 CULBREATH RD, Valrico, FL 33596

[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	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

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SIP Authority

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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 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

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
Griffiths, Joanne	Principal	<p>Leadership team meetings can include the following: Principal, Assistant principal, Guidance Counselor, SAC Chair, School Psychologist, Behavior team representative, School Social Worker/ Attendance Committee Representative, Academic Coach, ESE Teachers, PLC Liaisons for each grade level and/or content area, 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. 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 fidelity of instruction and attainment of SIP goals in curricular, behavioral and attendance domains. Communicates school-wide data to PLC's and facilitate problem solving within the content/grade level teams.</p>
Bird, Madison	SAC Member	<p>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.</p>
Steck, Nancy	SAC Member	<p>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.</p>
Bird, Michelle	SAC Member	<p>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.</p>
Beerens, Staci	School Counselor	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
Ambrosino, Meghan	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.

Demographic Information

Principal start date

Monday 6/5/2017, Joanne Griffiths

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.*

5

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.*

12

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

814

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.

15

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	116	119	146	122	122	140	0	0	0	0	0	0	0	765
Attendance below 90 percent	0	23	29	14	20	21	0	0	0	0	0	0	0	107
One or more suspensions	0	0	1	1	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	15	0	0	0	0	0	0	0	0	0	15
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	15	0	0	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	3	0	0	0	0	0	0	0	0	3

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	4	6	5	2	3	1	0	0	0	0	0	0	0	21
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

Sunday 8/28/2022

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	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	

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	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	

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	68%	53%	56%				69%	52%	57%
ELA Learning Gains	63%						69%	55%	58%
ELA Lowest 25th Percentile	41%						68%	50%	53%
Math Achievement	73%	50%	50%				68%	54%	63%
Math Learning Gains	82%						69%	57%	62%
Math Lowest 25th Percentile	67%						41%	46%	51%
Science Achievement	62%	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	68%	52%	16%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	69%	55%	14%	58%	11%
Cohort Comparison		-68%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	54%	15%	56%	13%
Cohort Comparison		-69%				

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	60%	54%	6%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	78%	57%	21%	64%	14%
Cohort Comparison		-60%				
05	2022					
	2019	66%	54%	12%	60%	6%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	68%	51%	17%	53%	15%
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	42	49	31	51	64	62	31				
ELL	32	54	42	62	88	79	27				
ASN	70			90							
BLK	38	53		50	65	45					
HSP	60	52	38	63	82	74	44				
MUL	70	85		55	70						
WHT	76	65	40	84	86	82	77				
FRL	54	55	38	59	72	59	46				

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				
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				

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)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	56
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	80
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	50
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	70
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	73
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	54
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?

Cimino Elementary School FSA 2022 data reflects that student proficiency in both ELA and Math increased. ELA increased from 67% to 68%. Math increased from 66% to 73%, a 5% increase in proficiency levels. ELA Gains for bottom quartile students decreased from 50% to 41%; a 9% drop. This is an improvement from prior year's data that reflected a decrease in 2019 - 2021 from 68% to 50% which was an 18% loss in gains.

Math gains for all students increased 10% and bottom quartile students in Math slightly decreased from 68% to 67%. ESSA data review reflects that all subgroups performed above the Federal Index benchmark, which means that the total number of subgroups at Cimino missing the target benchmark is zero.

What data components, based off progress monitoring and 2022 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 will be an area of focus 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 2022 state assessments, showed the most improvement?

Overall Math gains reflected a 10% increase and showed the most improvement.

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

Math data was consistently and deeply analyzed by the Math committee to determine instructional focus strategies. In addition, continuation of our school wide iReady Math Challenge using incentives to

motivate student engagement maintained improvements in student mathematics achievement across the grade levels.

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.

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.

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 school culture and environment.

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 the student pledge to reinforce the expectations for the day. In addition, each classroom recognizes Character in Action and awards incentives on a daily basis. Cougar Paws and Cougar Cash are distributed and announced on the Morning Show to recognize school wide qualities that are essential in maintaining a positive culture and environment.