

Polk County Public Schools

Bella Citta



2021-22 Schoolwide Improvement Plan

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Bella Citta

BELLA CITTA BLVD, Davenport, FL 33897

[no web address on file]

Demographics

Principal: Peter Mcdougall

Start Date for this Principal: 1/18/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-7
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
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 Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk 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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Bella Citta

BELLA CITTA BLVD, Davenport, FL 33897

[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)
Combination School PK-7	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2020-21
Grade	

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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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.

The Mission at Bella Citta Elementary is to prepare our students to become college and career ready through a high quality education that focuses on the whole child.

Provide the school's vision statement.

Our vision is to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

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
McDougall, Peter	Principal	<ol style="list-style-type: none"> 1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior. 2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations. 3. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals. 4. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. 5. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations. 6. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters. 7. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same. 8. Notify immediately the Board, and appropriate personnel and agencies when there is

Name	Position Title	Job Duties and Responsibilities
		<p>evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.</p> <p>9. Keep the Board advised of employees not meeting their contractual agreement.</p> <p>10. Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding the sacraments students have received or are preparing for.</p> <p>11. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.</p> <p>12. Establish and maintain an effective inventory system for all school supplies, materials and equipment.</p> <p>13. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.</p> <p>14. Assume responsibility for the health, safety, and welfare of students, employees and visitors.</p> <p>15. Develop clearly understood procedures and provide regular drills for emergencies and disasters.</p> <p>16. Maintain a master schedule to be posted for all teachers.</p> <p>17. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).</p> <p>18. Maintain visibility with students, teachers, parents and the Board.</p> <p>19. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.</p> <p>20. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.</p> <p>21. Use excellent written and oral English skills when communicating with students, parents and teachers.</p> <p>22. Complete in a timely fashion all records and reports as requested by the Board.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Maintain accurate attendance records.</p> <p>23. Maintain and account for all student activity funds and money collected from students.</p> <p>24. Communicate with the Board regularly about the needs, successes and general operation of the school.</p> <p>25. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.</p> <p>26. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.</p> <p>27. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and spiritual needs.</p> <p>28. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardian are apprised of the reasons for exclusion.</p> <p>29. Maintain positive, cooperative and mutually supportive relationships with staff, and parents.</p> <p>30. Attend required committee meetings (e.g.: fund-raising, curriculum, etc.) and extra school sponsored functions and religious events e.g.: First Communion, Confirmation, Graduation, etc.).</p> <p>31. Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.</p> <p>32. Provide quarterly student grade and behavior reports to parents.</p> <p>33. Nurture both students and teachers to achieve their greatest potential academically and instructionally.</p> <p>34. Maintain in the school a spirit conducive to study.</p> <p>35. Enforce uniform policy and appearance policy so as to assure a school environment that is focused on group academic achievement.</p>
Quiroa, Maria	Assistant Principal	Assist the principal with the duties below.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior. 2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations. 3. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals. 4. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. 5. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations. 6. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters. 7. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same. 8. Notify immediately the Board, and appropriate personnel and agencies when there is

Name	Position Title	Job Duties and Responsibilities
		<p>evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.</p> <p>9. Keep the Board advised of employees not meeting their contractual agreement.</p> <p>10. Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding the sacraments students have received or are preparing for.</p> <p>11. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.</p> <p>12. Establish and maintain an effective inventory system for all school supplies, materials and equipment.</p> <p>13. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.</p> <p>14. Assume responsibility for the health, safety, and welfare of students, employees and visitors.</p> <p>15. Develop clearly understood procedures and provide regular drills for emergencies and disasters.</p> <p>16. Maintain a master schedule to be posted for all teachers.</p> <p>17. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).</p> <p>18. Maintain visibility with students, teachers, parents and the Board.</p> <p>19. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.</p> <p>20. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.</p> <p>21. Use excellent written and oral English skills when communicating with students, parents and teachers.</p> <p>22. Complete in a timely fashion all records and reports as requested by the Board.</p>

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Pena,
Yulibette

Reading
Coach

The Reading Coach will support all staff he/she is assigned to in the implementation of the site

Name	Position Title	Job Duties and Responsibilities
		<p>ELA plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-to-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.</p> <ol style="list-style-type: none"> 1. Guide teachers to collect and analyze data and develop action plans in response to determined student needs. 2. Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices. 3. Work with the principals within the school site to create a school-wide focus on goals for reading achievement. 4. Oversee the school's assessment procedure, training, data collection and collaborate with the principal to complete reports due. 5. Complete monthly status reports for the district administrators and Reading First Coordinator. 6. Participate fully in professional development opportunities and professional research and reading.
Gaviria, Margarita	Math Coach	<p>The Math Coach will support all staff he/she is assigned to in the implementation of the site mathematics plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-to-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.</p> <ol style="list-style-type: none"> 1. Guide teachers to collect and analyze data and develop action plans in response to determined student needs. 2. Provide individualized, classroom-based support to implement comprehensive program. This will

Name	Position Title	Job Duties and Responsibilities
		<p>include modeling of best teaching practices.</p> <p>3. Work with the principals within the school site to create a school-wide focus on goals for reading achievement.</p> <p>4. Oversee the school’s assessment procedure, training, data collection and collaborate with the principal to complete reports due.</p> <p>5. Complete monthly status reports for the district administrators and Math Coordinator.</p> <p>6. Participate fully in professional development opportunities and professional research and reading.</p>
Torres, Nydielis	School Counselor	<p>1. Oversee and fulfill a guidance program designed to allow students to voice concerns without fear of punishment or judgment.</p> <p>2. Analyze student performance in class and identify sources of problems. Help with the initial phases of the MTSS process.</p> <p>3. Get to know students and their unique needs to offer specialized solutions.</p> <p>4. Host crisis intervention and prevention programs.</p> <p>5. Facilitate communication between parents, Teachers, administrators and students about behavior and academic problems.</p> <p>6. Assist with school programs and events.</p>
Ruiz, Javier	Behavior Specialist	<p>1. Helps to direct behavior management in all settings. Assists with creating a plan for Tier II of the PBIS in regards to behavior.</p> <p>2. Works one-on-one with students.</p> <p>3. Meets with teachers to assess their needs and provide ongoing feedback to assist with student behavior.</p> <p>4. Works with teacher and student to help develop a plan address student behaviors.</p> <p>5. Observes student behaviors.</p> <p>6. Helps to manage crisis situations.</p>
Kaplan, Sondra		Coordinates ESE Services for students and maintains compliance.
Ruiz, Wanda	Other	Reinforces the reading coach in helping to promote reading.

Demographic Information

Principal start date

Monday 1/18/2021, Peter Mcdougall

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.*

0

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.*

2

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

650

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

0

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

0

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	102	82	92	112	105	121	0	0	0	0	0	0	0	614
Attendance below 90 percent	1	17	16	21	15	24	0	0	0	0	0	0	0	94
One or more suspensions	0	0	2	4	0	8	0	0	0	0	0	0	0	14
Course failure in ELA	0	1	1	2	0	3	0	0	0	0	0	0	0	7
Course failure in Math	0	1	0	0	0	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	24	41	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	26	46	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	0	13	16	33	24	35	0	0	0	0	0	0	0	121

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	5	7	15	25	50	0	0	0	0	0	0	0	102

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

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	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	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					61%	61%		54%	60%
ELA Learning Gains					58%	59%		52%	57%
ELA Lowest 25th Percentile					49%	54%		46%	52%
Math Achievement					61%	62%		55%	61%
Math Learning Gains					56%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		51%	52%
Science Achievement					52%	56%		48%	57%
Social Studies Achievement					79%	78%		85%	77%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

STAR Data was used to complete the data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	28	29
	Economically Disadvantaged	9	15	19
	Students With Disabilities	1	3	1
	English Language Learners	2	4	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	44	37
	Economically Disadvantaged	20	28	22
	Students With Disabilities	0	1	0
	English Language Learners	2	5	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	40	35
	Economically Disadvantaged	25	22	20
	Students With Disabilities	1	1	2
	English Language Learners	4	5	2

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	18	27
	Economically Disadvantaged	10	14	20
	Students With Disabilities	0	0	1
	English Language Learners	3	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	41	29
	Economically Disadvantaged	28	29	21
	Students With Disabilities	2	0	1
	English Language Learners	5	4	2
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	27	25
	Economically Disadvantaged	15	17	13
	Students With Disabilities	2	1	3
	English Language Learners	1	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	26	19
	Economically Disadvantaged	14	17	7
	Students With Disabilities	2	1	1
	English Language Learners	1	1	1

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		33	32	32
	Economically Disadvantaged		17	16	15
	Students With Disabilities		4	2	2
	English Language Learners		0	1	1
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		30	36	19
	Economically Disadvantaged		11	19	8
	Students With Disabilities		3	4	1
	English Language Learners		0	2	2
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring

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
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
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

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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

Student performance declined in ELA and Math as the year progressed.

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

According to the data, the students coming to Bella Citta performed the lowest in Math. Proficiency in 2nd grade went from 66% to 40%. In 3rd grade it went from 44% to 28%. In 4th grade it went from 43% to 22%. Math performance is the area where the greatest need is evident.

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

I am not sure as the students were coming from Citrus Ridge Civics Academy. Attendance and quarantines due to COVID-19 could be a contributing factor.

The actions that we are going to take is to establish a solid foundation in Mathematics. We are going to focus on foundational skills and fluency in grade 1 - 5. Students will focus on fact fluency. We will then look at the tasks that we assign our students. We will look for proper target task alignment. Once the quality of the pedagogy has improved, we will look at information from our summative and formative assessment as feedback to our teaching. Next we will use the adaptive portion of Freckle to help bridge the academic gaps. We are going to focus on small group instruction to make sure the proper interventions are being implemented.

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

According to the data, the ELL students in ELA showed the least amount of regression. 4th grade ELL students showed the most progress.

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

Language acquisition is most likely the largest contributing factor.

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

At Bella Citta we will be completely data driven with the decisions we make and the work that is accomplished. We are going to Focus on Math and Reading proficiency. A core foundation needs to be established backed by high expectations and implementing the correct interventions. The students did not perform well. We are going to look at accelerating learning by differentiating the instruction that takes place. We will scaffold the work so that all students feel challenged.

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 will provide our teachers with PD on the new Florida Wonder resources. We will also focus on target/task alignment at the core of all of our planning sessions. We will also provide PD on effective small groups and proper interventions implemented.

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

We are going to use our Title I resources to purchase items to help reinforce what is taking place in the classroom. These items will be left at the school as resources. A heavy focus will be placed on reading comprehension within small group. Math fact fluency, and Nearpod to enhance instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the data that was compiled, a need for quality instruction to be delivered in Math has been identified as a critical need. According to the data, it was the lowest performing category from the previous school where the students attended.

Measurable Outcome: Our school has ambition and ambitious goals. The data indicated that the students performed at 30% proficiency level. Our goal is that have at least 48% of our students or higher proficient on state assessments. This is a lofty aspiration, however, I have hired a solid staff that has been working assiduously to make the goal a reality.

Monitoring: We will monitor the formative assessments the students take to ensure sufficient progress is being made. We will also watch the summative assessments to ensure that it reflects what we see during the formative assessments. We will use STAR data as a progress monitoring tool and the feedback from Freckle to determine student progress. We will use gradebook data, as well as from our supplemental materials.

Person responsible for monitoring outcome: Yulibette Pena (yulibette.pena@polk-fl.net)

Evidence-based Strategy: Target/task alignment is the primary strategy we will use. Other areas of focus will be used as well but the main focus will be on making sure that every task we do aligns to the expectations of the standard. It will start with proper planning and making sure that the correct DOK levels are correlated with the expected task presented to the students. Planning with the teachers and the expectation to see quality instruction and tasks are vital.

Rationale for Evidence-based Strategy: It is crucial that we maximize the time that we spend with our students. It is extremely important that every task that we ask for them to do is completely aligned to the work we need to accomplish. All tasks need to be tied to the standard. It all starts there. Doing activities that fill time does not accomplish much. The tasks that we will complete will all be closely linked to the standard and taught to the depth we seek.

Action Steps to Implement

1. Instructional coaches and administration will meet with the teachers to plan curriculum collaboratively and then create formative/summative assessments which will be done weekly to make sure that we track student progress.
2. Close attention will be paid to target task alignment. This will make sure that our time is maximized and we are teacher to the intent of the standard.
3. Teachers will be provided constant feedback concerning student performance. This will allow teachers to get better at perfecting their craft. Formal and informal feedback will be given by administration.
4. Small group instruction will be an area of focus to ensure that proper interventions are put in place. Feedback from formative assessments will help to determine the groups and the intervention necessary.
5. Technology will be used to assist in academic performance. Reflex will help with student math fact fluency. Freckle adaptive components will help with student specific interventions to help bridge the gap with student performance.
6. Data analysis will be done to ensure that all students and subgroups stay on track with proficient performance.

Person Responsible: Margarita Gaviria (margarita.gaviria@polk-fl.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: ELA performance was another area of concern. After analyzing the data provided, we came to the conclusion that there was a need to focus on the instructional practices to ensure student

Measurable Outcome: Our goal is to have the students at Bella Citta Elementary performing at 48% proficient or higher in our overall grades 3 - 5 score. The students previously were at 33% when looking at grades 3 -5 last year. We have set lofty aspirations and are working collectively to achieve our goals.

Monitoring: We will monitor the formative assessments the students take to ensure sufficient progress is being made. We will also watch the summative assessments to ensure that it reflects what we see during the formative assessments. We will use STAR data as a progress monitoring tool and the feedback from Smarty Ants and Istation to determine student progress. We will use gradebook data, as well as from our supplemental materials. We will use AR to monitor reading progress. This will be done to promote literacy and reading amongst our students.

Person responsible for monitoring outcome: Yulibette Pena (yulibette.pena@polk-fl.net)

Evidence-based Strategy: Target/task alignment is the primary strategy we will use. Other areas of focus will be used as well but the main focus will be on making sure that every task we do aligns to the expectations of the standard. It will start with proper planning and making sure that the correct DOK levels are correlated with the expected task presented to the students. Planning with the teachers and the expectation to see quality instruction and tasks are vital.

Rationale for Evidence-based Strategy: It is crucial that we maximize the time that we spend with our students. It is extremely important that every task that we ask for them to do is completely aligned to the work we need to accomplish. All tasks need to be tied to the standard. It all starts there. Doing activities that fill time does not accomplish much. The tasks that we will complete will all be closely linked to the standard and taught to the depth we seek.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	<p>PBIS is critical to the success of the school. It is our mission to create the proper learning environment and culture at the school so that quality instruction can take place. Proper implementation of the PBIS system is the key to this happening. Quality instruction can take place when the foundation of good classroom management is firmly in place. Our school will participate in the USF new PBIS school cadre to ensure the system is properly implemented.</p>
Measurable Outcome:	<p>Our goal is to have 50 or less classroom referrals for the entire school year. We will also address the behaviors on the bus. We are a new school, so we do not have data from the previous year to compare to.</p>
Monitoring:	<p>We are going to look at our month discipline data from Focus to determine where extra support is needed. We will also have Tier II meetings and monthly threat assessment team meetings to assess the needs of our students and to determine if our Tier I supports are effective.</p>
Person responsible for monitoring outcome:	<p>Javier Ruiz (javier.ruiz@polk-fl.net)</p>
Evidence-based Strategy:	<p>We are implementing a solid Tier I PBIS system where we focus on our "Be" characteristics. Be responsible, Be kind, Be Safe, Be respectful, Be cooperative. We have these ideals at the core of what we are doing at Bella Citta Elementary. Students learn the expectations and are asked to abide by the parameters set.</p>
Rationale for Evidence-based Strategy:	<p>PBIS is the model that used at Polk County Schools to address behavior concerns. We positively reinforce the behaviors that we would like to see. Our Tier I system is designed to be effective for a majority of the students. Tier II and III systems are also in place if the need is there for those supports. We receive feedback from our district ABST and PBIS contact to ensure we are being effective with PBIS implementation.</p>

Action Steps to Implement

1. Create PBIS system
2. Analyze any data available from the previous school.
3. Meet with the team to determine the effectiveness of our system.
4. Analyze specific student data concerning behavior.
5. Meet with the staff to address any concerns.
6. Join the new USF cadre for PBIS implementation.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.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.

N/A, we are a new school.

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.

It is our mission to cultivate a positive culture at the school where all members of the professional learning community hold each other responsible to ensure all members are successful. We have established a professional and caring environment where our goal is to build every teacher's capacity. Bella Citta has partnered with several community and businesses member to establish a relationship that is beneficial for all parties involved. All teachers believe in the ideals of respect and hard work. We week monthly check the pulse of the campus to make sure all teachers are feeling supported by administration and their peers. We are beside apartments and across the street from a Publix and all of our neighbors have pledged to support the school as much as possible. Several business have reached out to lend support for any items we have indicated we need.

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

The community has been integral in supporting our school. We had several department reach out to help support the school and to ensure we started out productively. The stakeholder have been willing to do just about anything our teacher have requested. They provided items for our teachers on a weekly basis and have been an amazing toward Bella Citta. Local law enforcement and Fire Recuse have come to offer any services and supprts.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00