

Polk County Public Schools

# Bella Citta



## 2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-7
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (47%) 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Bella Citta

BELLA CITTA BLVD, Davenport, FL 33897

[ 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)
Combination School PK-7	Yes	92%
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	2021-22	2020-21
Grade	C	

### School Board Approval

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### SIP Authority

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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>.

### 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.**

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**

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
McDougall, Peter	Principal	<p>1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.</p> <p>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.</p> <p>Ensure compliance with all laws, board policies and civil regulations.</p> <p>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.</p> <p>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.</p> <p>5. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.</p> <p>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.</p> <p>7. Establish a professional rapport with students and with staff that has their respect.</p> <p>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.</p> <p>Encourage all teachers to do the same.</p>



Name	Position Title	Job Duties and Responsibilities
		<p>8. Notify immediately the Board, and appropriate personnel and agencies when there is 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>

Name	Position Title	Job Duties and Responsibilities
		<p>22. Complete in a timely fashion all records and reports as requested by the Board.</p> <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.</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>
	Assistant Principal	<p>1. Establish and promote high standards and expectations for all students and staff for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>academic performance and responsibility for behavior.</p> <p>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.</p> <p>Ensure compliance with all laws, board policies and civil regulations.</p> <p>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.</p> <p>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.</p> <p>5. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.</p> <p>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.</p> <p>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.</p> <p>8. Notify immediately the Board, and appropriate personnel and agencies when there is</p>

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		<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.</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>
Pena, Yulibette	Reading Coach	<p>The Reading Coach will support all staff he/she is assigned to in the implementation of the site ELA plan and program. The Coach will work directly with teachers in a school providing</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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"> <li>1. Guide teachers to collect and analyze data and develop action plans in response to determined student needs.</li> <li>2. Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices.</li> <li>3. Work with the principals within the school site to create a school-wide focus on goals for reading achievement.</li> <li>4. Oversee the school's assessment procedure, training, data collection and collaborate with the principal to complete reports due.</li> <li>5. Complete monthly status reports for the district administrators and Reading First Coordinator.</li> <li>6. Participate fully in professional development opportunities and professional research and reading.</li> </ol>
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"> <li>1. Guide teachers to collect and analyze data and develop action plans in response to determined student needs.</li> <li>2. Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<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>
Ruiz, Javier	Dean	<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>
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>
Kaplan, Sondra	Staffing Specialist	Coordinates ESE Services for students and maintains compliance.
Pierce, Robert	Instructional Technology	The Network Manager will coordinate and maintain the technology and 1:1 devices roll out. He will also ensure that teachers are provided resource necessary to provide the best resources for the school.

## Demographic Information

### Principal start date

Monday 1/18/2021, Peter Mcdougall

**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.*

NA

**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.*

NA

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

54

### Total number of students enrolled at the school

935

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

11

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

18

## 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	89	119	112	142	122	131	84	0	0	0	0	0	0	799
Attendance below 90 percent	0	52	35	54	33	48	50	0	0	0	0	0	0	272
One or more suspensions	0	1	2	4	1	3	9	0	0	0	0	0	0	20
Course failure in ELA	0	4	0	0	5	4	10	0	0	0	0	0	0	23
Course failure in Math	7	1	7	10	6	4	4	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	37	45	47	0	0	0	0	0	0	129
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	29	59	53	0	0	0	0	0	0	141
Number of students with a substantial reading deficiency	0	0	0	0	37	45	47	0	0	0	0	0	0	129



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	5	2	3	8	6	7	0	0	0	0	0	0	0	31

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	3	0	0	13	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	1	0	1	1	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Wednesday 7/20/2022

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	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	
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	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	
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	47%	51%	55%					61%	61%
ELA Learning Gains	55%							58%	59%
ELA Lowest 25th Percentile	50%							49%	54%
Math Achievement	49%	37%	42%					61%	62%
Math Learning Gains	52%							56%	59%
Math Lowest 25th Percentile	37%							52%	52%
Science Achievement	37%	48%	54%					52%	56%
Social Studies Achievement		53%	59%					79%	78%

**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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### 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	8	44	44	13	37	31	5				
ELL	38	60	65	38	50	45	20				
BLK	45	64		54	46		22				
HSP	47	59	55	46	51	32	37				
WHT	51	38		53	57		45				
FRL	48	56	52	47	52	31	33				
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

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
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	76
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	50
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	49
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	49
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?

Our proficiency level in ELA and Math were much higher than the previous year data.

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

Based off of the FSA data, our Math L 25% scores and Science proficiency levels were the lowest. These two areas indicated showed where we needed the greatest areas of improvement.

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

Our 4th grade team lost a few members during the school year. The inconsistency of that grade level was a contributing factor with Math L25% results. Students that came to use were significantly low performing students. Several were several grade levels below

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

Math proficiency showed the most improvement. Based on student performance from their previous school, our students were performing at a 30% proficiency rate and ascended to a 49% proficiency rate.

ELA proficiency showed similar improvement. Based on student performance from their previous school, our students were performing at a 33% proficiency rate and ascended to a 47% proficiency rate.

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

Bella Citta is a new school to the district and we had a focus on quality instruction with proper target task alignment to the standards. This helped raising the proficiency levels of several of our students. We also focused on school culture to establish a good learning environment. This promoted good work within the classroom.

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

We analyzed the data and found that our L25% students needed more supports. Their performance in Math was one of our weakest areas of performance. We are going to implement focused tutoring opportunities for those students to address any learning gaps they may have. Technology is going home this year. We are developing Nearpod activities to reinforce learning and to provide more opportunities for students in our L25%.

**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 purchased the SIPPS learning tool to help with the structure of small groups. This will provide our struggling students with a scripted resource to help address learning gaps and build foundations for the students. The teachers will receive PD on how to implement the program with fidelity. We will also provide PD on the implementation of Freckle and how it should be used to bridge the gap for our L25% students in Math.

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

The leadership team will meet two times a week in order to track and determine the effectiveness of the strategies that we plan on implementing.

We have PD planned for the teacher to make sure our roll out with the material and teaching strategies are implemented properly and with fidelity.

**Areas of Focus**

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

:



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

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

According to our school FSA performance data, our Math L25% scores was our lowest scoring area. This will be a focus to make sure that all students make sufficient gains and are performing on grade level. The new assessments will only look at proficiency, so that will be a priority as well.

**Measurable****Outcome:**

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

The goal would be for us to move from a 37% proficiency rate of your students performing at the lowest 25% to increase to a 45% proficiency rate. This will be difficult to determine based on a change of assessment. We will analyze our L25% students and use our district assessments to determine if the students move toward proficiency. We will also have it as a goal to move above 50% proficient in Math scores.

**Monitoring:**

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

Teachers will give the students formative and summative assessments to determine student mastery. We will meet weekly with the teachers to determine their effectiveness. The use of Freckle adaptive Math and implementing the correct small group strategies is essential. At our weekly planning sessions we will look at student work samples to determine small group and to determine the effectiveness of whole and small group instructions.

**Person responsible for monitoring outcome:**

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

**Evidence-based****Strategy:**

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

Providing the necessary interventions for the students is a necessary component of what we are trying to accomplish. Our focus will be to look at small group and the work that is being done within the small group efforts and making sure that the targeted students are receiving the correct supports. We will use the suggestions established in Renaissance to help determine the work that needs to be done.

**Rationale for Evidence-based**

**Strategy:**

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

Our lowest 25% did not perform as well as we would have liked. We needed to get more students on level and to perform at a proficient rate. Student mastery at the small group instruction is essential for student progress. It is within small group that correct interventions can be provided.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

## #2. Positive Culture and Environment specifically relating to Provide a safe and high functioning learning environment.

### Area of Focus

#### Description and Rationale:

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

A positive school culture is essential to the outcome of a school. We analyzed our student referral data and observed that we had 123 referrals in the system. We always strive for the least amount of referrals as possible. It leads to a smoother classroom setting and to better academic achievement. We showed significant increases in student performance, and our goal is now to take that to an even higher level with solid classroom management and processes in place.

### Measurable

#### Outcome:

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

Our goal is to have no more than 150 student referrals. Our student population has increased, and with that, the number of referral could possibly go up as well. We will need to implement our PBIS systems to maximize the effectiveness of our program. This leave us room to increase by 25 referrals and also account for an additional 200 students when compared to last year.

### Monitoring:

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

Our Dean and our Behavior Specialist will analyze the data to determine students and teacher that need additional support with class management and student mentoring. The students that need additional support will be assigned a mentor. The teachers that wrote the most referrals will receive coaching from our Behavior Specialist. We will meet weekly to determine the effectiveness of our efforts with the students and to track the school progress.

Person responsible for monitoring outcome:

Javier Ruiz (javier.ruiz@polk-fl.net)

### Evidence-based

#### Strategy:

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

We will be using PBIS to encourage our students to positively interact with each other. Bullying and properly social interactions will be taught. The students will be tracked to allow for weekly celebrations for PBIS. We will also have quarterly celebrations of desired behaviors.

Rationale for Evidence-based Strategy:

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

PBIS is the system that our County uses to ensure that correct discipline strategies are put into place. RTIb will also be used to make sure that student behaviors are tracked the right way. It allows us to analyze the data and provide support and reteach expectations.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

## **RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### **Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Bella Citta Elementary was over 50% proficient.

### **Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

We had a 47% student proficiency rate for students in these grades. We increased student performance from 33% to 47%. Our focus this year will be to continue on the work we started. We will focus on our target-task alignment and make sure that students have an equivalent experience to ensure that they are prepared for what they will encounter on their assessment. We will focus on supporting reading and comprehension skill with intentional support and reinforcement.

### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2: Measureable Outcome(s)**

Bella Citta was over 50% proficient.

### **Grades 3-5: Measureable Outcome(s)**

Grades 4 and 5 scored below 50% in ELA on the FSA.

Our goal is to have 4th grade score about 50% and grade 5 above 40%.

#### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Our school will monitor students with ongoing assessments. We will use STAR assessments or Cambium to determine the student academic levels. We will closely monitor weekly assessments to ensure that all students in those grade levels are making adequate progress.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Pena, Yulibette, yulibette.pena@polk-fl.net

#### **Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will implement the use of SIPPS to raise the scores in ELA. This is an evidenced based program that focuses on remediation and proper phonemic awareness.

#### **Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

There is a need for our students to establish a solid foundation to improve there ability to comprehend items that are read along with a focus on phonemic awareness in lower grades. This is done so that all have a solid foundation in essential reading skills. SIPPS is designed to help students that are struggling to bridge the gap that is there based on reading deficiencies.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Our school will identify the students that need additional support with essential reading skills.	
Once identified, we will implement the use of SIPPS to help reduce the achievement gaps. This should enable students to read fluently and to comprehend the items read.	
The school will use STAR as a way to determine student progress within ELA.	Pena, Yulibette, yulibette.pena@polk-fl.net
The school will analyze the interventions used within MTSS and monitor the small group activities during the 2-hour ELA reading block.	
Necessary changes will be made based on student performance.	
Student performance will be monitored every two weeks to determine student progress.	

**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.**

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 school culture and environment.**

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 supporter for Bella Citta. Local law enforcement and Fire Recuse have come to offer any services and supports.