

Polk County Public Schools

# Bella Citta School



2023-24

Schoolwide Improvement Plan (SIP)

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# Bella Citta

BELLA CITTA BLVD, Davenport, FL 33897

[ no web address on file ]

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McDougall, Peter	Principal	<ol style="list-style-type: none"> <li>1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>9. Keep the Board advised of employees not meeting their contractual agreement.</li> <li>10. Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding the student performance.</li> <li>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.</li> <li>12. Establish and maintain an effective inventory system for all school supplies, materials and equipment.</li> <li>13. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.</li> <li>14. Assume responsibility for the health, safety, and welfare of students, employees and visitors.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>15. Develop clearly understood procedures and provide regular drills for emergencies and disasters.</li> <li>16. Maintain a master schedule to be posted for all teachers.</li> <li>17. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).</li> <li>18. Maintain visibility with students, teachers, parents and the Board.</li> <li>19. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.</li> <li>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.</li> <li>21. Use excellent written and oral English skills when communicating with students, parents and teachers.</li> <li>22. Complete in a timely fashion all records and reports as requested by the Board. Maintain accurate attendance records.</li> <li>23. Maintain and account for all student activity funds and money collected from students.</li> <li>24. Communicate with the Board regularly about the needs, successes and general operation of the school.</li> <li>25. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.</li> <li>26. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.</li> <li>27. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and spiritual needs.</li> <li>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.</li> <li>29. Maintain positive, cooperative and mutually supportive relationships with staff, and parents.</li> <li>30. Attend required committee meetings.</li> <li>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.</li> <li>32. Provide quarterly student grade and behavior reports to parents.</li> <li>33. Nurture both students and teachers to achieve their greatest potential academically and instructionally.</li> <li>34. Maintain in the school a spirit conducive to study.</li> <li>35. Enforce uniform policy and appearance policy so as to assure a school environment that is focused on group academic achievement.</li> </ol>
Harvie, Jessica	Assistant Principal	<ol style="list-style-type: none"> <li>1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.</li> </ol>



Name	Position Title	Job Duties and Responsibilities
		<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. 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 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 student performance.</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>

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Herder, Shannon	Assistant Principal	<ol style="list-style-type: none"> <li>1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.</li> <li>2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy,</li> </ol>
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		<p>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.</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 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 student performance.</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-</p>

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		<p>classroom areas (including before and after school).</p> <ol style="list-style-type: none"> <li>18. Maintain visibility with students, teachers, parents and the Board.</li> <li>19. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.</li> <li>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.</li> <li>21. Use excellent written and oral English skills when communicating with students, parents and teachers.</li> <li>22. Complete in a timely fashion all records and reports as requested by the Board. Maintain accurate attendance records.</li> <li>23. Maintain and account for all student activity funds and money collected from students.</li> <li>24. Communicate with the Board regularly about the needs, successes and general operation of the school.</li> <li>25. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.</li> <li>26. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.</li> <li>27. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and spiritual needs.</li> <li>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.</li> <li>29. Maintain positive, cooperative and mutually supportive relationships with staff, and parents.</li> <li>30. Attend required committee meetings.</li> <li>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.</li> <li>32. Provide quarterly student grade and behavior reports to parents.</li> <li>33. Nurture both students and teachers to achieve their greatest potential academically and instructionally.</li> <li>34. Maintain in the school a spirit conducive to study.</li> <li>35. Enforce uniform policy and appearance policy so as to assure a school environment that is focused on group academic achievement.</li> </ol>
Ruiz, Javier	Dean	<ol style="list-style-type: none"> <li>1. Helps to direct behavior management in all settings. Assists with creating a plan for Tier II of the PBIS in regards to behavior.</li> <li>2. Works one-on-one with students.</li> <li>3. Meets with teachers to assess their needs and provide ongoing feedback to assist with student behavior.</li> <li>4. Works with teacher and student to help develop a plan address student</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>behaviors.</p> <ol style="list-style-type: none"> <li>5. Observes student behaviors.</li> <li>6. Helps to manage crisis situations.</li> </ol>
<p>Pena, Yulibette</p>	<p>Reading Coach</p>	<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 with 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.</p> <p>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>
<p>Gaviria, Margarita</p>	<p>Math Coach</p>	<p>The Math Coach will support all staff he/she is assigned to in the implementation of the site Math plan and program. The Coach will work directly with teachers with 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.</p> <p>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 Math 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 Math Coordinator.</li> <li>6. Participate fully in professional development opportunities and professional research and reading.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
Wilson, Elizabeth	Science Coach	<p>The Science Coach will support all staff he/she is assigned to in the implementation of the site Science plan and program. The Coach will work directly with teachers with 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.</p> <p>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 Science Coordinator.</li> <li>6. Participate fully in professional development opportunities and professional research and reading.</li> </ol>
Torres, Nydielis	School Counselor	<ol style="list-style-type: none"> <li>1. Oversee and fulfill a guidance program designed to allow students to voice concerns without fear of punishment or judgment.</li> <li>2. Analyze student performance in class and identify sources of problems. Helps with the initial phases of the MTSS process.</li> <li>3. Get to know students and their unique needs to offer specialized solutions.</li> <li>4. Host crisis intervention and prevention programs.</li> <li>5. Facilitate communication between parents, Teachers, administrators and students about behavior and academic problems.</li> <li>6. Assist with school programs and events.</li> </ol>

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The community and teachers are involved in process of creating the school improvement plan. The SIP is discussed at the initial SAC meeting at the beginning of the school year. At that time data from the FAST assessment is analyzed and we determine the needs of the school. The school Leadership Team has met to discuss the data from the FAST and SSA to determine area of improvement and areas where our school performance was on target. Teachers will meet during pre-planning to read the SIP and provide feedback and to review the plan. The SIP is shared at Title I events and again at Open house. We get feedback concerning information on the SIP at those events.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is review on a constant basis. We meet as a leadership team to discuss the progress of our students and to determine if adequate progress is being made toward our goals. We track student progress with our PM sessions by the state and by our weekly summative assessments. We also review and post our data for our teachers and community members to see the data in the hallways of our school. We analyze our data and have chats with our teachers during planning sessions to ensure that our student progress is at the targeted level. Our school counselors analyze our data and look at the performance of our level 1 or 2 students to ensure that correct interventions are in place for maximum student success. We have monthly MTSS meetings to track progress of our lowest achieving students.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	82%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	92%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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	
Absent 10% or more days	84	71	51	69	49	65	24	0	0	413
One or more suspensions	0	3	2	3	5	12	11	0	0	36
Course failure in English Language Arts (ELA)	10	7	3	22	1	5	0	0	0	48
Course failure in Math	5	2	5	4	5	2	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	49	36	55	25	0	0	165
Level 1 on statewide Math assessment	0	0	0	29	48	73	20	0	0	170
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	23	25	35	36	32	47	16	0	0	214

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	12	12	47	45	68	26	0	0	222

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	1	15	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	52	35	54	33	48	50	0	0	272
One or more suspensions	0	1	2	4	1	3	9	0	0	20
Course failure in ELA	0	4	0	0	5	4	10	0	0	23
Course failure in Math	7	1	7	10	6	4	4	0	0	39
Level 1 on statewide ELA assessment	0	0	0	0	37	45	47	0	0	129
Level 1 on statewide Math assessment	0	0	0	0	29	59	53	0	0	141
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	37	45	47	0	0	129

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	2	3	8	6	7	0	0	0	31



**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	13	0	0	0	0	0	16
Students retained two or more times	0	1	0	1	1	1	0	0	0	4

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	52	35	54	33	48	50	0	0	272
One or more suspensions	0	1	2	4	1	3	9	0	0	20
Course failure in ELA	0	4	0	0	5	4	10	0	0	23
Course failure in Math	7	1	7	10	6	4	4	0	0	39
Level 1 on statewide ELA assessment	0	0	0	0	37	45	47	0	0	129
Level 1 on statewide Math assessment	0	0	0	0	29	59	53	0	0	141
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	37	45	47	0	0	129

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	2	3	8	6	7	0	0	0	31

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	13	0	0	0	0	0	16
Students retained two or more times	0	1	0	1	1	1	0	0	0	4

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	48	53	47	51	55			
ELA Learning Gains				55					
ELA Lowest 25th Percentile				50					
Math Achievement*	48	49	55	49	37	42			
Math Learning Gains				52					
Math Lowest 25th Percentile				37					
Science Achievement*	40	47	52	37	48	54			
Social Studies Achievement*		68	68		53	59			
Middle School Acceleration		61	70		43	51			
Graduation Rate		54	74		46	50			
College and Career Acceleration		39	53		71	70			
ELP Progress	58	50	55	76	55	70			

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	2	2
ELL	45			
AMI				
ASN				
BLK	36	Yes	1	
HSP	49			
MUL	36	Yes	1	
PAC				
WHT	48			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	1	1
ELL	49			
AMI				
ASN				
BLK	46			
HSP	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	49			
FRL	49			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			48			40					58
SWD	13			20			7				4	
ELL	39			53			32				5	58
AMI												
ASN												
BLK	37			45			28				4	
HSP	44			49			42				5	56
MUL	45			27							2	
PAC												
WHT	46			46			43				4	
FRL	40			46			41				5	52

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	55	50	49	52	37	37					76
SWD	8	44	44	13	37	31	5					
ELL	38	60	65	38	50	45	20					76
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	45	64		54	46		22					
HSP	47	59	55	46	51	32	37					75
MUL												
PAC												
WHT	51	38		53	57		45					
FRL	48	56	52	47	52	31	33					74

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	43%	-11%	54%	-22%
04	2023 - Spring	44%	53%	-9%	58%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	35%	-3%	47%	-15%
03	2023 - Spring	48%	42%	6%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	40%	38%	2%	54%	-14%
03	2023 - Spring	69%	51%	18%	59%	10%
04	2023 - Spring	50%	56%	-6%	61%	-11%
05	2023 - Spring	26%	44%	-18%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	39%	-7%	51%	-19%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Science proficiency was the lowest performing category. Our school did not get the opportunity to utilize the Edusmart program that we utilized for Science the previous year because Title I funds being frozen.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Science and ELA proficiency both showed a 5-point decline from the previous year. We had 4 new ELA teachers added to our campus last year. The teachers have been receiving coaches on the best resources and pedagogical approaches to teaching ELA to our students. One of our Science teachers did not start the school year until later on in the school year.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Science proficiency. We did not have access to a program that was utilized the previous year when science achievement was at a higher level.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math proficiency went up by 3 points. Our students performed better in this subject. We implemented our intervention time differently to better address the needs of our students. We created intervention folders for the students and had the teachers teach specific benchmarks during the math intervention time.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Student attendance was an area where the school could have performed better. We had several students that had poor attendance. This causes an issue with student academic performance due to the fact that students are not in attendance to receive the necessary instruction.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

- #1 ELA proficiency and learning gains.
- #2 Science proficiency.
- #3 School Culture in regards to attendance and discipline.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Bella Citta Science scores went down by 5 percentage points in science proficiency. Since science achievement did not show improvement from the previous year, we will focus on improving the proficiency scores in that area. The gap in student achievement with the state reflects the need in this area.

**Measurable Outcome:**

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

We plan on raising our achievement from 32% to 42%. Based on the reading levels of our ascending 4th grade students to 5th grade, and a more targeted approach to teaching science vocabulary, we should see a significant increase in our science scores. This will mean that there is less of a gap for the students to overcome and there should be a better understanding of the science content.

**Monitoring:**

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

We now have a Science Coach at our school. With the addition of this person, we will now be able to monitor the achievement of our students in science with more accuracy. Our science coach will monitor the performance of our science students and provide feedback and coaching to our science teachers. The coach will monitor summative assessments and will also provide materials so that we can reteach standards where the students struggled the most. This will be done on a quarterly and monthly basis.

**Person responsible for monitoring outcome:**

Elizabeth Wilson (elizabeth.wilson01@polk-fl.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use Edusmart as our resource to provide deeper exposure to the science curriculum and to provide necessary interventions for our students that struggle with specific standards.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We used Edusmart in the past and it was a good resource for our students. The program provides students with multiple opportunities to enhance their knowledge of the science standards.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Bella Citta ELA scores went down by 5 percentage points in proficiency. Since ELA achievement did not show improvement from the previous year, we will focus on improving the proficiency scores in that area. The gap in student achievement with the state reflects the need in this area. We also plan to have our students gains and gains in our lowest 25 percent to increase.

**Measurable Outcome:**

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

We plan on raising our ELA achievement from 42% to 50%. Our ELA learning gains should be above 50% for our students.

**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 of the benchmarks. We will meet weekly with the teachers to determine the effectiveness of the instruction. The use of the Learning Arc will be implemented to ensure that target-task alignment is adequate, and that students are exposed to assessment that align to state item specifications. At our weekly planning sessions, we will look at student work samples to determine whole group and small group effectiveness.

**Person responsible for monitoring outcome:**

Yulibette Pena (yulibette.pena@polk-fl.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SIPPS is a program that we are using to address the foundational gaps in reading. This focuses on phonemic awareness and helps to build foundational skills.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We will use SIPPS as our intervention tool for our students in ELA. We will use this to help our students to receive the foundational skills necessary to be successful when learning to read.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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***

**#3. Instructional Practice specifically relating to Intervention****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Interventions are a necessary component for all students to be successful. If students struggle academically, it is necessary for us to provide students with the interventions that are best for them based on individual need. This will be in effect for ELA, Math, and Science.

**Measurable Outcome:**

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

Our goal is to show at least 60% learning gains for our student that are at a level 1 or 2 on the FAST or STAR assessment. We will focus on our students in the lowest 25% to ensure that those students make gains.

**Monitoring:**

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

Our School Counselors and Academic Coaches and teachers will work in partnership to ensure that our students that struggle academically show progress. We will have meetings every 2 weeks with the teachers to make sure that students are showing progress with the interventions that we put in place.

**Person responsible for monitoring outcome:**

Nydielis Torres (nydielis.torres@polk-fl.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We have SIPPS that we utilize. We will also utilize Imagine Math and Freckle adaptive to help bridge the gap for our students that have those needs.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

It is evidence based and best for our student needs.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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***

#### #4. Positive Culture and Environment specifically relating to Other

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Bella Citta will focus on creating a positive culture at our school. We will focus on implementing our PBIS system with fidelity. We would like to see a safe learning environment for our staff and students.

##### 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 175 total student referrals and less than 20 bullying concerns. Our student population has increased with the addition of 7th grade, and with that, the number of referrals could increase. We will need to implement our PBIS systems to maximize the effectiveness of our program. Our school will have more than 1,000 students and we are looking to have a positive environment and culture at the school.

##### Monitoring:

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

The school Dean and Behavior Interventionist will monitor our discipline data and make necessary adjustments so that we can address the needs of the students that require Tier II interventions. We have monthly PBIS meetings to look at our data. We also monitor and reflect on our discipline data monthly to make necessary changes.

##### Person responsible for monitoring outcome:

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

##### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS is the system we use at Bella Citta that focuses on positive behaviors and supports for our students to encourage the positive behaviors we want to see from our students.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This is the district suggested behavior approach.

##### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

##### Will this evidence-based intervention be funded with UniSIG?

No

##### 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***

## CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Title I resources will be used to address the needs of our students. The Title I office reviews the purchasing of our school and ensures that the funds used are linked to the needs of our students established in our School Improvement Plan.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The SIP is located in our front office. It is available online. It is also available upon request if it is requested by a parent our community member. It is also available on our webpage listed below.  
<https://bellacitta.polkschoolsfl.com/>

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school has opportunities where the parents can come to the school to participate in various activities throughout the year. We have academic activities as well as open house and orientation. Parents and community can access the campus after school for various activities and functions. We have a few business and community partners that volunteer and donate to the school. Publix and the neighboring businesses are frequent visitors and contributors to

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

We plan on using our funds to address our greatest needs. Edusmart is a program that will help to strengthen the presentation of the Science material to the students. This program has been proven to be effective for our students in the past. SIPPS has also been important with supporting the foundational work in ELA.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

NA