

Polk County Public Schools

Frank E. Brigham Academy



2018-19 Schoolwide Improvement Plan

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Frank E. Brigham Academy

601 AVENUE C SE, Winter Haven, FL 33880

<http://schools.polk-fl.net/brighamacademy>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 of Brigham Academy is to ensure rigorous, relevant learning experiences that result in high achievement for all students. Students will excel in all areas of academic learning by utilizing cooperative teaching strategies, and a project-based learning approach, while focusing on high expectations and critical thinking skills.

Provide the school's vision statement.

It is our vision at Brigham Academy to develop each child to his or her fullest potential through both academic and personal achievement. We stress individual responsibility and citizenship, to develop tomorrow's leaders in an ever-changing global society through the promotion of Science, Technology, Engineering, and Math (STEM).

School Leadership Team

Membership

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

Name	Title
Boland, Lynn	Principal
May, Lori	Assistant Principal
Harper, Scott	Instructional Technology
Negley, Teresa	Teacher, K-12
Bailey, Ashley	Other
Parrish, Renee	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

1. The principal is responsible for sending meeting notifications, setting the agenda and facilitating the leadership team meeting.
2. The assistant principal is responsible for creating / providing the materials necessary to support the agenda (i.e. data, reports, lesson plan samples, etc.)
3. The guidance counselor is responsible for taking notes, keeping track of time and sharing information specific to her role at the school and reviewing content covered at GC meetings.
4. The instructional technology manager is responsible for reporting any campus / district technology updates as well as information shared at Network Manager Meetings.
5. The instructional coach is responsible for sharing grade level collaborative planning notes / needs, curriculum updates and information shared that the instructional coach meetings.
6. The IB Coordinator is responsible for updating the leadership team on IB progress, status of teacher implementation of units and planning session outcomes.
7. The teacher is responsible for sharing information pertaining to the classroom and providing insight from the perspective of a classroom teacher.

The Brigham Academy Leadership Team consists of members that are recognized as campus

instructional leaders who serve as mentors and coaches. The team practices shared decision making by cultivating a trusting relationship that encourages each member to speak freely, share ideas and discuss decisions in detail before settling upon a final outcome.

Early Warning Systems

Year 2017-18

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		
Attendance below 90 percent	8	7	8	5	6	5	0	0	0	0	0	0	0	39	
One or more suspensions	4	1	0	2	3	0	0	0	0	0	0	0	0	10	
Course failure in ELA or Math	2	4	1	1	0	0	0	0	0	0	0	0	0	8	
Level 1 on statewide assessment	0	0	0	4	5	7	0	0	0	0	0	0	0	16	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	1	0	0	0	0	2	0	0	0	0	0	0	0	3	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	1	1	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Date this data was collected

Tuesday 7/31/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	1	3	1	1	4	1	0	0	0	0	0	0	0	11	
One or more suspensions	1	0	0	2	0	1	0	0	0	0	0	0	0	4	
Course failure in ELA or Math	0	0	0	0	10	0	0	0	0	0	0	0	0	10	
Level 1 on statewide assessment	0	0	0	0	9	5	0	0	0	0	0	0	0	14	
Students who receive two or more behavior referrals	0	0	0	0	6	7	0	0	0	0	0	0	0	13	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	6	7	0	0	0	0	0	0	0	13

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	3	1	1	4	1	0	0	0	0	0	0	0	11
One or more suspensions	1	0	0	2	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	10	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	9	5	0	0	0	0	0	0	0	14
Students who receive two or more behavior referrals	0	0	0	0	6	7	0	0	0	0	0	0	0	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	6	7	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest data component is 4th Grade Language Arts. It is not a trend.

Which data component showed the greatest decline from prior year?

Our data component that showed the greatest decline from the prior year is 4th Grade Math.

Which data component had the biggest gap when compared to the state average?

The data component that showed the biggest gap when compared to the state is ELA Lowest 25th Percentile.

Which data component showed the most improvement? Is this a trend?

Our data component that showed the most improvement is 5th Grade Math. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

Data-driven small group instruction and rigorous standards-based instruction led to improvement in 5th Grade Math.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	73%	50%	56%	75%	48%	52%
ELA Learning Gains	50%	51%	55%	59%	49%	52%
ELA Lowest 25th Percentile	36%	45%	48%	41%	42%	46%
Math Achievement	78%	58%	62%	78%	54%	58%
Math Learning Gains	69%	56%	59%	64%	52%	58%
Math Lowest 25th Percentile	63%	44%	47%	44%	41%	46%
Science Achievement	76%	53%	55%	81%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (1)	7 (3)	8 (1)	5 (1)	6 (4)	5 (1)	39 (11)
One or more suspensions	4 (1)	1 (0)	0 (0)	2 (2)	3 (0)	0 (1)	10 (4)
Course failure in ELA or Math	2 (0)	4 (0)	1 (0)	1 (0)	0 (10)	0 (0)	8 (10)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (0)	5 (9)	7 (5)	16 (14)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	51%	32%	57%	26%
	2017	80%	53%	27%	58%	22%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	66%	48%	18%	56%	10%
	2017	67%	51%	16%	56%	11%
Same Grade Comparison		-1%				
Cohort Comparison		-14%				
05	2018	71%	50%	21%	55%	16%
	2017	78%	44%	34%	53%	25%
Same Grade Comparison		-7%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	77%	56%	21%	62%	15%
	2017	79%	58%	21%	62%	17%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	70%	57%	13%	62%	8%
	2017	84%	60%	24%	64%	20%
Same Grade Comparison		-14%				
Cohort Comparison		-9%				
05	2018	88%	56%	32%	61%	27%
	2017	84%	47%	37%	57%	27%
Same Grade Comparison		4%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	76%	51%	25%	55%	21%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40			30							
ELL	36			43							
ASN	90			90							
BLK	51	46	44	66	73	69	53				
HSP	79	59		73	67	60	76				
WHT	79	48	28	85	67	63	82				
FRL	67	49	44	70	67	65	61				
2017 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 2015-16	C & C Accel 2015-16
ASN	79	60		86	90						
BLK	57	59	53	73	62	60	62				
HSP	78	50		85	73		75				
WHT	82	63	44	85	79	62	88				
FRL	64	53	37	73	72	65	68				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA Lowest 25th Percentile
Rationale	Brigham Academy scored 12% below the state average revealing a significant gap within the ELA Lowest 25th Percentile.
Intended Outcome	The intended outcome is for Brigham Academy to increase proficiency within the ELA 25th percentile component.
Point Person	Lynn Boland (lynn.boland@polk-fl.net)

Action Step

Description	Teachers will actively participate professional development and PLCs focused on interpreting individualized data and designing remedial instruction to meet the needs of students scoring within lowest 25th percentile.
Person Responsible	Renee Parrish (renee.parrish@polk-fl.net)

Plan to Monitor Effectiveness

Description	To monitor effectiveness, teachers will engage in monthly data chats with the leadership team and submit lesson plans reflecting data-based decisions.
Person Responsible	Lori May (lori.may@polk-fl.net)

Activity #2	
Title	Conditions within the Learning Environment
Rationale	The amount of office referrals doubled during the 2017 - 2018 school year.
Intended Outcome	The intended outcome is to improve conditions within the learning environment to increase student engagement and instructional time which will have positive impact on achievement.
Point Person	Lynn Boland (lynn.boland@polk-fl.net)
Action Step	
Description	The leadership team will work with grade levels to update the PBIS Plan and revisit campus rules and procedures. Also, teachers will participate in a book study focused on Ron Clark's Essential 55 to design mini-lessons for students. In addition, discipline data will be shared during monthly data chats to identify and remediate trends.
Person Responsible	Lori May (lori.may@polk-fl.net)
Plan to Monitor Effectiveness	
Description	During weekly leadership meetings, the team will analyze discipline data and review discipline notes. Administrators will conduct focused walkthroughs to closely monitor classroom management and student adherence to rules and procedures.
Person Responsible	Lori May (lori.may@polk-fl.net)
Activity #3	
Title	Concept-based Learning
Rationale	As Brigham Academy works towards becoming an International Baccalaureate School, an instructional shift is necessary to go beyond lessons designed around the facts and skills intended to simply cover content.
Intended Outcome	Classroom instruction will be concept-based in order to ensure application of knowledge at a conceptual level. This shift in instructional design will produce deeper intellectual and emotional engagement in learning.
Point Person	Lynn Boland (lynn.boland@polk-fl.net)
Action Step	
Description	During preplanning, staff members will participate in professional learning sessions hosted by the Office of Acceleration and Innovation. Throughout the school year, grade levels will consult with the IB Coordinator to design Units of Inquiry around key concepts. After the completion of each Unit of Inquiry, grade level teams will meet to reflect and revise units in order to ensure learning experiences evoke thinking at the conceptual level.
Person Responsible	Ashley Bailey (ashley.bailey@polk-fl.net)
Plan to Monitor Effectiveness	
Description	To monitor effectiveness, the leadership team will review Units of Inquiry and provide grade levels with constructive feedback. Also, administrators will schedule classroom visits to observe concept-based instruction.
Person Responsible	Lynn Boland (lynn.boland@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Brigham Academy uses a variety of means to communicate with families. We have a school website that is continuously updated to notify parents of current events. A monthly schoolwide newsletter is distributed and placed on the school's website. The principal uses the School Messenger phone system to inform parents of important information on an as needed basis. Grade levels and individual teachers send newsletters, e-mails, and communicate through agendas and phone calls. Some use the online communication Edmodo. Parents are provided access to their child's academic records through an online parent portal. Evening events are held throughout the year to highlight academics, promote literacy, and celebrate our STEM focus. In addition, to spotlight the arts program, the Art and Music department host performances throughout the school year.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Brigham Academy promotes and encourages the development of positive behavior traits by focusing on the International Baccalaureate Learner Profile. Within each transdisciplinary unit, students explore and discuss the learner profile attributes. Students whom exhibit the attribute are rewarded with a certificate and recognized at award assemblies.

The guidance counselor provides counseling to students in need when requested by parents and/or school personnel. Students with a previous record of poor attendance are monitored by the guidance counselor and school social worker. Intervention meetings are held with parents to promote improved attendance. Students with improved attendance are rewarded with a special lunch with the school guidance counselor.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team is developing a sustainability plan, in order to facilitate and continue the STEM program while balancing it with the requirements of International Baccalaureate (IB). Grade levels will complete a needs assessment to provide the leadership team with items in need of sustaining the STEM program while working towards becoming an IB School . Items needed must meet a set criteria by the principal, in order to yield the highest student impact.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Part V: Budget

Total:

\$0.00