

Polk County Public Schools

Frank E. Brigham Academy



2021-22 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>

Demographics

Principal: Lynn Boland

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (64%) 2016-17: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Boland, Lynn	Principal	This position exists to provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.
May, Lori	Assistant Principal	This position exists to assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.
Lundquist, Penny	Instructional Coach	This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement. This position will serve in a specified school within the district. The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.
Davis, Zenobia	Instructional Media	Plans and implements a library media program, which aligns to the mission and vision of the district; providing equal access to all students. Creates and maintains a library media center that is organized, welcoming, and conducive to learning. Delivers library media services by providing resources and instruction for students and teachers to become independent users of information. Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements large group, small group, and individual settings. Plans prepares, and provides literature activities to promote a love of reading and lifelong learning for students. Uses, models, and assists users with instructional applications and use of technology for academic learning.
Harper, Scott	Instructional Technology	This position exists to coordinate the installation and management of instructional and non-instructional school microcomputer networks. Acquires and updates skills as necessary for effective network management. Installs, troubleshoots, and maintains hardware and software. Trains users in applications on the network. coordinates activities of outside vendors, consultants and trainers.

Name	Position Title	Job Duties and Responsibilities
Negley, Teresa	Teacher, K-12	This position exists to ensure that all students learn the basic and essential skills at each grade level.
Spruell, Carrie	Teacher, K-12	This position exists to ensure that all students learn the basic and essential skills at each grade level.
Smith, Adam	Teacher, K-12	This position exists to ensure that all students learn the basic and essential skills at each grade level.
Frost, Laura	School Counselor	This position exists to provide a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.

Demographic Information

Principal start date

Thursday 7/1/2010, Lynn Boland

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

570

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

9

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

9

Demographic Data

Early Warning Systems

2021-22**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	87	98	82	86	81	0	0	0	0	0	0	0	524
Attendance below 90 percent	13	8	3	4	3	9	0	0	0	0	0	0	0	40
One or more suspensions	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	2	11	4	13	15	0	0	0	0	0	0	0	45

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	1	3	1	3	2	14	0	0	0	0	0	0	0	24

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	
Number of students enrolled	88	99	82	87	86	88	0	0	0	0	0	0	0	530
Attendance below 90 percent	5	5	1	2	1	3	0	0	0	0	0	0	0	17
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	1	0	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	1	0	1	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	1	0	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	1	3	5	0	0	0	0	0	0	0	9
Level 1 on December 2019 STAR Reading Assessment	0	0	0	1	5	6	0	0	0	0	0	0	0	12
Level 1 on December 2019 STAR Math	0	0	1	1	2	3	0	0	0	0	0	0	0	7

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	1	0	1	1	0	2	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	0	2	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	88	99	82	87	86	88	0	0	0	0	0	0	0	530
Attendance below 90 percent	5	5	1	2	1	3	0	0	0	0	0	0	0	17
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	1	0	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	1	0	1	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	1	0	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	1	3	5	0	0	0	0	0	0	0	9
Level 1 on December 2019 STAR Reading Assessment	0	0	0	1	5	6	0	0	0	0	0	0	0	12
Level 1 on December 2019 STAR Math	0	0	1	1	2	3	0	0	0	0	0	0	0	7

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	1	0	1	1	0	2	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	0	2	0	0	0	0	0	0	0	0	0	0	6
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	51%	57%	73%	50%	56%
ELA Learning Gains				63%	51%	58%	50%	51%	55%
ELA Lowest 25th Percentile				50%	49%	53%	36%	45%	48%
Math Achievement				85%	57%	63%	78%	58%	62%
Math Learning Gains				79%	56%	62%	69%	56%	59%
Math Lowest 25th Percentile				60%	47%	51%	63%	44%	47%
Science Achievement				70%	47%	53%	76%	53%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	52%	29%	58%	23%
Cohort Comparison						
04	2021					
	2019	83%	48%	35%	58%	25%
Cohort Comparison		-81%				
05	2021					
	2019	70%	47%	23%	56%	14%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	92%	56%	36%	62%	30%
Cohort Comparison						
04	2021					
	2019	83%	56%	27%	64%	19%
Cohort Comparison		-92%				
05	2021					
	2019	81%	51%	30%	60%	21%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	70%	45%	25%	53%	17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1st Grade: STAR Early Literacy and STAR Math
 2nd Grade: STAR Early Literacy and STAR Math
 3rd Grade: STAR Reading and STAR Math
 4th Grade: STAR Reading and STAR Math
 5th Grade: STAR Reading and STAR Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83	87	78
	Economically Disadvantaged	81	73	68
	Students With Disabilities	70	70	60
	English Language Learners	50	100	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	88	90	84
	Economically Disadvantaged	81	78	70
	Students With Disabilities	90	80	70
	English Language Learners	100	100	100
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	91	91	92
	Economically Disadvantaged	89	91	91
	Students With Disabilities	100	100	100
	English Language Learners			100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	86	78	74
	Economically Disadvantaged	76	68	66
	Students With Disabilities	50	57	57
	English Language Learners	100	50	50

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71	73	73
	Economically Disadvantaged	46	36	46
	Students With Disabilities	70	70	70
	English Language Learners	67	67	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77	80	63
	Economically Disadvantaged	64	64	50
	Students With Disabilities	20	70	10
	English Language Learners	100	100	67
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	73	55
	Economically Disadvantaged	64	64	39
	Students With Disabilities	20	40	20
	English Language Learners	50	50	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	86	86	74
	Economically Disadvantaged	79	85	64
	Students With Disabilities	80	60	60
	English Language Learners	83	83	50

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	58	62
	Economically Disadvantaged	59	50	44
	Students With Disabilities	0	20	20
	English Language Learners	50		50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	68	81
	Economically Disadvantaged	74	67	81
	Students With Disabilities	40	60	40
	English Language Learners	50	100	100
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	51	64
	Economically Disadvantaged	61	48	58
	Students With Disabilities		20	
	English Language Learners	58	51	65

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	50			50							
ELL	57			64							
BLK	60	25		63	53	60	30				
HSP	74	45		69	75		70				
MUL	77			69							
WHT	83	44		88	76		59				
FRL	60	35	33	69	60		31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33			64							
BLK	59	55	40	75	63	43	55				
HSP	79	67	50	79	75	45	63				

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
MUL	75			92							
WHT	88	64	67	92	85	93	82				
FRL	63	61	48	73	71	56	46				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across grade levels, our student growth percentile in STAR Reading decreased by 13 points during the 2020 – 2021 school year. Our student growth percentile in STAR Math decreased by 7 points.

During the 2020-2021 school year, our SWD population reflected an average growth percentile of 59 in reading while the overall school average was 49. Our gifted population averaged a growth of 51. When we analyzed by race, we discovered our Hispanic population scored lower than our African American and Caucasian subgroups. (Data - African American: 49, Hispanic: 45 and Caucasian: 50)

When doing a side-by-side comparison of STAR Reading verses STAR Math, our students performed higher in math. The average percentile ranking in reading was 65 and the average percentile ranking for math was 73.

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

While reviewing student performance from 2019 state assessments, our greatest need for improvement was the lowest 25% in Black/African Americans in ELA. For math, our greatest need for improvement is the lowest 25% in our Hispanic and Black/African Americans subgroups.

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

A possible factor which contributed to our need for improvement was the implementation of a grant initiated new reading series. It was a difficult year merging and executing both the new series with our current curriculum and teaching the standards with fidelity. To address our need for improvement in both ELA and math, teachers will engage in professional development and systematic planning of small group instruction to meet the needs of this specific subgroup.

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

The data components that showed the most improvement from 2019 state assessments were the White/Caucasian lowest 25% subgroup in both math and ELA. This group improved 29.7% in math and 38.2% in ELA. Overall as a school, our students showed the most growth in math according to progress monitoring.

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

Teachers analyzed data to target deficiencies. Through systematic planning and differentiated instruction, teachers implemented small groups to address student needs.

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

The following strategies will need to be implemented in order to accelerate learning.

*Align curriculum to grade level benchmarks.

*Additional time to integrate necessary foundational skills.

*Customize instruction based on individualized student needs.

*Build upon student interests to increase engagement and higher order thinking and discussions.

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.

Teachers will meet and collaborate with administration, reading coach, and IB coordinator to analyze standards, benchmarks and cognitive complexity levels. Also, we will analyze data to determine student outcomes and design coherent instruction. Through IB unit planning, teachers will create a variety of opportunities for students to present project-based exhibitions to foster accelerated learning.

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

To ensure sustainability of improvement, we will research and facilitate school-based professional development, provide essential IB trainings, include STEM labs in the daily schedule to ensure student enrichment and offer a variety of remediation including tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	We identified this area as a critical need while analyzing STAR data focused on overall student growth. We determined our growth percentile decreased in ELA by 13 points in comparison to the previous year. As an elementary school, it is crucial to solidify strong literacy skills necessary to be successful in all subject areas. In addition, we discussed the need to support the district's strategic plan to increase grade level reading proficiency.
Measurable Outcome:	On the Spring 2022 STAR Reading assessment, our overall average of Student Growth Percentile will increase from 43 to 60 to reflect a year of growth.
Monitoring:	This Area of Focus will be monitored through the STAR Reading assessment. Students will take the baseline assessment in September of 2021 to establish a scale score for the school year. In December of 2021, students will complete the mid-year assessment to determine if they are on-track to make a year's worth of progress or in need of remediation. The final assessment will be administered in April of 2022. The data generated in April will be used to determine if students met the desired learner outcome.
Person responsible for monitoring outcome:	Lynn Boland (lynn.boland@polk-fl.net)
Evidence-based Strategy:	Evidence Based Strategy: Explicit Systematic Instruction Information shared through the Florida Center for Reading Research defines systematic instructions as a "carefully planned sequence for instruction, similar to a builder's blueprint for a house characterizes systematic instruction. A blueprint is carefully thought out and designed before building materials are gathered and construction begins." In addition to being systematic, instruction will be explicit. The driving idea behind being explicit with instruction is to ensure content is clearly explained through precise vocabulary and modeling. Students will have a clear vision of what to do and what to learn.
Rationale for Evidence-based Strategy:	Lesson Components: Set a purpose, state objective, connect to prior knowledge, follow the Gradual Release Model, revisit purpose and conclude with independent application. We selected this specific strategy because it is heavily outlined in our newly adopted Reading Wonders materials and will align with BEST Standards. The McGraw-Hill Education Wonders overview shared that a third party study revealed students who used Wonders showed statistically significant growth (27%) in text reading and comprehension after just one year.

Action Steps to Implement

1. Collaborate with Leadership Team to design professional learning that focuses on Explicit Systematic Instruction and map out a timeline of delivery.
2. Deliver professional learning through whole group and small group sessions. Small group sessions will grade level specific. Additional one-on-one support will be provided by administration and reading coach.
3. Monitor professional learning through classroom observations, lesson plans and data chats.
4. Provide instructional staff with specific and ongoing feedback on implementation.
5. Solidify professional learning with collaboration, reflection and make revisions as needed

Person Responsible Lori May (lori.may@polk-fl.net)

#2. Other specifically relating to Parental Engagement

Area of Focus Description and Rationale:	The rationale that led us to identify Parent Engagement as a critical need is due to the fact that CDC guidelines and district Covid-19 protocols have greatly limited campus visitors, volunteer hours and school events. These guidelines were put in place to ensure the safety of our staff and students; however, the need for communication and collaboration among stakeholders still remain a top priority at Brigham Academy.
Measurable Outcome:	By Spring of 2022, we will increase our rating on the Parent Survey Feedback from 4.63 to 4.75. Data will be specific to the item criteria that states, "I believe school staff stay in touch with me through letters, events, phone calls, and/or emails."
Monitoring:	This area of focus will be monitored through methods that are appropriate to the platform of communication. Information shared via Facebook will be monitored through view counts. Information shared via email will be monitored based on amount of email recipients. Meetings held through platforms such as Microsoft Team and Zoom will be monitored through amount individuals in attendance. Surveys will be monitored through amount of completed surveys. Communication shared via SchoolMessenger will be monitored through the report reflecting amount of successful callouts.
Person responsible for monitoring outcome:	Lynn Boland (lynn.boland@polk-fl.net)
Evidence-based Strategy:	Evidence-based strategy: Regularly communicate with parents through a variety of means. Examples: virtual meetings, newsletters, callouts, emails, social media and updates via the school website. To encourage two-way communication, we will conduct ongoing surveys to elicit stakeholder feedback.
Rationale for Evidence-based Strategy:	We reviewed a study titled, "How schools evaluate the success of the International Baccalaureate Primary Years Programme (PYP)." IB Schools that successfully implemented the PYP noted enhanced parent involvement as a significant indicator of success. When parents have a strong relationship with the school, it leads to "enhanced student achievement, reduced absenteeism, and improved behavior."

Action Steps to Implement

1. Work with the Leadership Team to identify the most effective methods of communication.
2. Distribute leadership among the team by assigning each of member a platform to oversee and monitor. Administration will work to connect each member with a method of communication that is most fitting for his or her job role.
3. During leadership meetings, the team will discuss what information needs to be shared with parents, agree upon common language, establish timelines to disburse information and review the effectiveness of each method.
4. Administration will monitor communication and share positive and corrective feedback.

Person Responsible Lori May (lori.may@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In comparison to discipline data across the state, Brigham Academy has a significantly lower amount of behavior infractions. However, we have areas of concern that need to be monitored. The primary area of concerns is the amount of referrals generated in Kindergarten. Kindergarten made up 50% of the total amount of reported infractions for the 2020-2021 school year. A secondary area of concern is the location in which incidents are occurring. Incidents were reported in the following locations: bus loading area, classroom, bus, hallway, playground / PE, school grounds and main office. Of the reported locations, the majority of incidents occurred within the classroom setting.

In regards to monitoring discipline to maintain a positive school culture and healthy learning environment, classroom teachers will continue to implement Harmony lessons on a daily basis. The school counselor will provide additional support and model lessons for Kindergarten. Also, the PBIS team will review discipline data on a monthly basis to identify areas of concern and provide support as needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We build a positive school culture and environment by staying connected to our community and involving stakeholders in school-based decisions. This is done through hosting regular parent meetings such as SAC Meetings, Grade Level Nights and International Baccalaureate sessions. During meetings, we review surveys, discuss student needs and plan for school improvement. As a result of our ongoing dialogue and transparency, we have built strong family and community partnerships.

In addition to gathering insight to improve our school, we recognize our volunteers and business partners by acknowledging their contributions on the school marquee, in monthly newsletters, our school website and yearbook. We host an annual breakfast for our volunteers and organize a holiday luncheon for our SAC members. Also, we organize on-campus community events such as The Great American Teach-in, Book Character Parade, a Night in Winter Wonderland, and Veteran's Day events to honor our veterans and their families. We

believe that showing appreciation and recognition for our volunteers and stakeholders makes for a positive reciprocal relationship.

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

Stakeholders include, but are not limited to, staff, students, parents, community members and local business partners. Our stakeholders work together collectively to promote a positive school culture and environment by maintaining positive relationships and keeping students as the top priority. Not only do we invite community members and stakeholders on campus, they include us in community events. Together, we branch out beyond the perimeters of our school to stay involved in the community. We set up booths and plan youth activities at Polk County's School Showcase and Winter Haven Chamber Community Fest. Our Bear Choir performs the National Anthem at Lakeland Magic basketball games, students volunteer at the local soup kitchen, students organize can food drives, submit artwork and letters to local retirement homes.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Other: Parental Engagement	\$0.00
Total:			\$0.00