Frank E. Brigham Academy

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2021-22 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	2021-22: B (60%) 2018-19: A (69%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
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; researchbased 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
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.
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.

Demographic Information

Principal start date
Thursday 7/1/2010, Lynn Boland

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
10

Total number of teacher positions allocated to the school
37

Total number of students enrolled at the school
554

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	86	85	96	80	85	0	0	0	0	0	0	0	514
Attendance below 90 percent	8	12	10	11	8	4	0	0	0	0	0	0	0	53
One or more suspensions	1	5	1	0	1	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	1	4	4	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	1	3	1	4	11	0	0	0	0	0	0	0	21

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	3	1	4	11	0	0	0	0	0	0	0	21

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Friday 6/24/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

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	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	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	47%	56%				78%	51%	57%
ELA Learning Gains	60%						63%	51%	58%
ELA Lowest 25th Percentile	44%						50%	49%	53%
Math Achievement	74%	42%	50%				85%	57%	63%
Math Learning Gains	66%						79%	56%	62%
Math Lowest 25th Percentile	45%						60%	47%	51%
Science Achievement	62%	49%	59%				70%	47%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	81%	52%	29%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	83%	48%	35%	58%	25%
Cohort Comparison		-81%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	70%	47%	23%	56%	14%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	92%	56%	36%	62%	30%
Cohort Comparison		0%				
04	2022					
	2019	83%	56%	27%	64%	19%
Cohort Comparison		-92%				
05	2022					
	2019	81%	51%	30%	60%	21%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	70%	45%	25%	53%	17%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	48	62		43	85						
ELL	55			55							
ASN	90			90							
BLK	52	43	20	62	53	44	33				
HSP	70	64	69	70	56	43	75				
MUL	64			70							
WHT	82	64	36	81	76		70				
FRL	59	55	42	67	59	52	56				

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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
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	64
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

One trend we recognize is a steady decline in ELA and Math proficiency. Also, we see inconsistency within ELA and Math Learning gain. ELA showed some improvement, while Math declined.

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

Based on 2022 FSA scores, Math is the area in greatest need for improvement. Both Proficiency and Learning Gains have shown a steady decrease in the last 3 years.

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

One contributing factor is the need for more professional learning and continual feedback on target-task alignment. Another factor is utilizing planning time to establish objectives and lessons that meet the demands of the standards. The new actions that need to be taken to address this need for improvement is applying the Learning Arc Construction Framework during lesson planning and monitoring implementation through the Standard Walkthrough Tool.

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

The area that reflected the more improvement is ELA Learning Gains. There was a 19 point increase in overall ELA Learning Gains and a 19 point increase in Learning Gains within the Bottom 25.

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

The main contributing factor for this improvement was the Student Support Team (SST) consistently working with classroom teachers to design research-based interventions that meet the needs of students and the demands of the standards. Also, the SST monitored performance data and made adjustments to plans as needed to ensure student success.

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

The SST and classroom teachers need to continue developing research-based lesson plans, aligning tasks, monitoring assessment data, and making adjustments that meet the demands of the students. To further accelerate learning, the SST needs to closely monitor trend data to ensure early intervention.

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.

The professional development opportunities that will be provided at this school will focus on the Learning Arc Construction Framework, which guides teachers through the process of identifying benchmarks, grouping objectives and aligning tasks and assessments.

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

An additional service that will be implemented is professional learning focused on an in-depth study of the B.E.S.T. Standards. Also, the leadership team will conduct Standards Walkthrough to provide teachers will ongoing support and feedback.

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

:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing 2022 FSA Proficiency scores in ELA, this area was identified as an area of critical need. ELA Proficiency decreased by 3 points in both 2021 and 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May of 2023, Brigham Academy's ELA Proficiency score will increase by 1 percent as reflected on the state's accountability report card.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through collaborative lesson planning, individualized coaching and Standards Walkthroughs. Also, the leadership team will review progress monitoring data and engage in data-driven decision making with classroom teachers.
Person responsible for monitoring outcome:	Lynn Boland (lynn.boland@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy we plan to implement is guided planning using the Learning Arc Construction Framework. During lesson planning, teachers will work through the steps outlined in the framework to ensure student mastery of benchmarks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We selected this specific strategy because they map out a framework to support teachers as they lesson plan, create objectives and implement B.E.S.T. Standards. As outlined in the 2022 PCPS Summer Leadership Institute, research has shown that students need consistent opportunities to work on grade-level assignments, need strong instruction, deep engagement and teachers that hold them to high expectations.

Action Steps to Implement

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

1. The Leadership team will introduce the Learning Arc Framework during PLCs and Professional Development Sessions.
2. Members of the leadership team will engage in collaborative lesson planning sessions with grade levels.
3. Members of the leadership team will support the implementation of B.E.S.T. lessons and provide non-evaluative feedback.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area was identified as a critical area of need based on trend data. Our Math proficiency decreased by 3 points. Also, our FSA Math Data reflects a decrease in learning gains and learning gains within the bottom 25.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May of 2023, Brigham Academy's Math Proficiency score will increase by 1 percent as reflected on the state's accountability report card.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area will be monitored through the Standards Walkthrough Tool. This tool will be utilized by the school's leadership team during non-evaluative classroom visits. During a walkthrough, the team will take observation notes on focus boards, instructional delivery - specifically noting benchmark alignment and student task / activity expectations.
Person responsible for monitoring outcome:	Lynn Boland (lynn.boland@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evident-based strategy being implemented is the Standards Walkthrough Tool. The tool is designed to ensure classroom instruction is aligned to the intent of the standards. Initially our focus will be on the planning and delivery of instruction. During this phase, the leadership team will note if focus boards are used as a tool to guide student learning. the next area of focus is instructional delivery to ensure lessons are matching the focus board, materials are aligned to benchmarks and student tasks and activities coordinate with benchmark. Also, the tool focuses on the appropriateness of student assignments and tasks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Based on information shared in The Opportunity Myth by TNTP, "Students spent more than 500 hours per school year on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them—the equivalent of six months of wasted class time in each core subject." The Standards Walkthrough Tool will assist Brigham Academy in ensuring students are engaged in lessons and assignments that are appropriate for the grade level expectations.

Describe the resources/ criteria used for selecting this strategy.

1. School Principal will meet with the leadership team to train everyone on the Standards Walkthrough Tool.
2. School Principal will model walkthrough expectations and calibrate scoring with the leadership team.
3. Members of the leadership team will conduct standards walkthroughs.
4. The leadership team will engage in professional conversations to review data from walkthroughs.
5. The leadership team will work together to design individualized professional learning for teachers at various levels of proficiency.

Person Responsible   Lynn Boland (lynn.boland@polk-fl.net)

Positive Culture & Environment

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

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

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 school culture and environment.

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.