

Polk County Public Schools

Frank E. Brigham Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Frank E. Brigham Academy

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

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 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, 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
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.
Negley, Teresa	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.
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.

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.

Brigham Academy invites members of the leadership team, staff, parent / teacher organization members and School Advisory Council to assist with the development of our School Improvement Plan.

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))

Our SIP goals will be regularly monitored through a variety of progress monitoring tools. Baseline data will be collected at the beginning of the school year through STAR and FAST Assessment platforms. Progress monitoring data will be collected in the middle and end of the year to track growth and proficiency among all grade levels and subgroups utilizing the same assessment platforms. In addition, we will monitor our goals through student performance on Florida Wonders assessments, MTSS data, iStation and district quarterly assessments. After the leadership team, in conjunction with stakeholders, have reviewed the data, we will adjust our goals as necessary to ensure continuous improvement.

Demographic Data

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

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	59%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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	18	12	14	9	9	15	0	0	0	77	
One or more suspensions	1	0	1	0	0	3	0	0	0	5	
Course failure in English Language Arts (ELA)	1	2	7	2	3	0	0	0	0	15	
Course failure in Math	0	1	2	2	1	0	0	0	0	6	
Level 1 on statewide ELA assessment	0	0	0	3	11	8	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	2	3	8	0	0	0	13	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	2	9	0	0	0	11

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	0	1	4	2	0	0	0	0	0	7
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	8	12	10	11	8	4	0	0	0	53	
One or more suspensions	1	5	1	0	1	2	0	0	0	10	
Course failure in ELA	0	1	4	4	0	0	0	0	0	9	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	3	1	4	11	0	0	0	21	

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	1	1	3	1	4	11	0	0	0	21

The number of students identified retained:

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

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	8	12	10	11	8	4	0	0	0	53	
One or more suspensions	1	5	1	0	1	2	0	0	0	10	
Course failure in ELA	0	1	4	4	0	0	0	0	0	9	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	3	1	4	11	0	0	0	21	

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	1	1	3	1	4	11	0	0	0	21

The number of students identified retained:

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

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*	70	45	53	72	47	56	75		
ELA Learning Gains				60			41		
ELA Lowest 25th Percentile				44			25		
Math Achievement*	77	49	59	74	42	50	77		
Math Learning Gains				66			69		
Math Lowest 25th Percentile				45			48		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	59	41	54	62	49	59	53		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	45	54	59	64					

* 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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	8
Percent Tested	100
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	58			
ELL	45			
AMI				
ASN	100			
BLK	50			
HSP	69			
MUL	73			
PAC				
WHT	83			
FRL	65			

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	60			
ELL	58			
AMI				
ASN	90			
BLK	44			
HSP	63			
MUL	67			
PAC				
WHT	68			
FRL	56			

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	70			77			59					45
SWD	54			64							3	
ELL											1	45
AMI												
ASN	100			100							2	
BLK	54			62			29				4	
HSP	70			72			50				4	
MUL	73			73							2	
PAC												
WHT	76			87			78				4	
FRL	65			74			51				4	

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	72	60	44	74	66	45	62					64
SWD	48	62		43	85							
ELL	55			55								64
AMI												
ASN	90			90								
BLK	52	43	20	62	53	44	33					
HSP	70	64	69	70	56	43	75					60
MUL	64			70								
PAC												
WHT	82	64	36	81	76		70					
FRL	59	55	42	67	59	52	56					

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	75	41	25	77	69	48	53					
SWD	50			50								
ELL	57			64								

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
AMI												
ASN												
BLK	60	25		63	53	60	30					
HSP	74	45		69	75		70					
MUL	77			69								
PAC												
WHT	83	44		88	76		59					
FRL	60	35	33	69	60		31					

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	70%	43%	27%	54%	16%
04	2023 - Spring	68%	53%	15%	58%	10%
03	2023 - Spring	77%	42%	35%	50%	27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	86%	51%	35%	59%	27%
04	2023 - Spring	82%	56%	26%	61%	21%
05	2023 - Spring	70%	44%	26%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	39%	20%	51%	8%

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.

Based on our overall proficiency scores on the 2023 state assessments, our lowest performing area was Science. When compared to the 2022 scores, our proficiency score decreased by 3 points; however, we increased by 6 points when compared to performance on the 2021 assessment. Some of the contributing factors behind this inconsistency could be due to staff changes, limited opportunities for professional learning and a greater focus on other subject areas.

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

The data component that showed the greatest decline from the prior year was science. As mentioned previously, some possible factors that contributed to this decline are staff changes, limited opportunities for professional learning and a greater focus being placed on other subject areas.

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.

When compared to the state average, Brigham scored above the state in all subject areas. In science, we scored 8 points higher than the state average and 20 points higher than the district average. We believe the contributing factor is consistently engaging students in project-based learning that promotes critical thinking skills.

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

The data component the showed the most improvement was math. The new actions we took was engaging our students in more "game day" experiences to familiarize them with demands of BEST Standards and computer-based tools. Also, we focused on building math fluency across all grade levels.

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

One area of concern was the amount of students that have missed 10% or more school days. We had an additional 24 students with attendance concerns.

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

Our greatest need is improvement in science. Next, we need to focus on ELA proficiency in order to reflect a continuous improvement trendline verses a polynomial trendline.

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 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.

After reviewing 2023 FAST Proficiency scores in ELA, this area was identified as an area of critical need. The rationale behind selecting this area is because we didn't make any gains in ELA Proficiency on the 2023 state assessment. In addition, our proficiency score has decreased by 3 points on both 2021 and 2022 state assessments.

Measurable Outcome:

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

By May of 2024, Brigham Academy's ELA Proficiency score will increase by 1 percent as reflected on the FAST BEST ELA Assessment.

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 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.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

We selected this specific strategy because it maps 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.

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.

The Leadership Team will review and elaborate upon the Learning Arc Framework during weekly PLCs and Professional Learning sessions. To start this process, we will review steps 1-4 of the Learning Arc during the months of August and September. Then, we will shift our focus to steps 5-7.

To accommodate teachers that are new to the process or require additional support, our literacy coach will meet with teachers individually during their mentor meetings and / or planning time and provide support based on data gathered through the walkthrough tool.

Person Responsible: Penny Lundquist (penny.lundquist@polk-fl.net)

By When: August - September 2023: Review Steps 1-4 of the Arc. September - November 2023: Focus on Steps 5-7 of the Arc. November 2023 - May 2024: Entire Learning Arc

Members of the Leadership Team will attend weekly collaborative lesson planning sessions with grade levels. During that time, members of the leadership team will assist during the planning process by offering clarification, sharing resources such as testing specifications and blue prints, and helping to vet instructional materials. Attendance will be monitored.

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

By When: September 2023 - May 2024: Leadership team members will attend collaborative planning.

Members of the Leadership Team will support the implementation of B.E.S.T. lessons and provide non evaluative feedback. The team will conduct Standard-based Walkthroughs (at least 6 times per week). Data collected during the walkthroughs will be reviewed weekly and used to determine the level of support needed during planning.

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

By When: August - September 2023: Walkthroughs to gather baseline data. October 2023 - May 2024: Continue walkthroughs and utilize the data to support grade levels and individual teachers.

Analyze Standard Walkthrough Tool results and benchmark progress as outlined in the grade level's Learning Arcs.

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

By When: October 2023 - May 2024

#2. 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.

Based on the 2023 Statewide Science Assessment, Brigham Academy's proficiency score declined by 3 points. Considering we are a STEM School, this is an area in need of improvement.

Measurable Outcome:

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

By May of 2024, Brigham Academy's science proficiency score will increase by 3 percent as reflected on the Statewide Science Assessment.

Monitoring:

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

This Area of Focus will be monitored through the district's quarterly science assessments.

Person responsible for monitoring outcome:

Lynn Boland (lynn.boland@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.)

The evidence-based intervention being implemented for this Area of Focus is the use of visual literacy strategies (See-Scan-Analyze) to support student understanding of science content. The use of visual literacy strategies will be built into daily science lessons / bell work.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the text "How People Learn: Brain, Mind, Experience, and School" by Bransford, Brown, and Cocking (2000), to develop competence in an area of inquiry, students must (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application."

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.

Provide science teachers with professional learning opportunities focused on visual literacy strategies. Our leadership team will utilize resources located in Schoology, within the science curriculum folder. To kick off our professional learning, we will share the PowerPoint titled, Intro to Visual Literacy.

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

By When: August 2023 - Introduction to Visual Learning

After completing Visual Learning introduction with instructional staff, we will meet to explore the additional science resources located in Schoology. We will locate and discuss the following resources: images,

templates, Unit PowerPoints, instructor notes, facilitator procedures and critical thinking questions. We will also work to build lessons into daily instructional routines.

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

By When: September 2023 - Teachers will be aware of available resources and implement Visual Learning into daily lessons.

The administrative team will conduct weekly classroom observations to ensure visual strategies are being utilized with fidelity. The team will use the standard-based walkthrough tool to monitor implementation.

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

By When: September 2023 - May 2024 Weekly

Based on the results of the walkthrough tool, the leadership team will create mentor partnerships. This will allow high performing teachers to model lessons and mentor teachers in need of additional support.

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

By When: October 2023 - May 2024

In addition, the leadership team will analyze quarterly assessment data and identify standards in need of remediation. This information will be used to design small groups lessons, as well as, whole group lessons that can be retaught in STEM Lab.

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

By When: October 2023 - May 2024

#3. 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.

Brigham Academy plans to foster a positive school culture and environment by ensuring we are a school community that develops internationally-minded people who embody all attributes of the IB Learner Profile. We selected this Area of Focus because the Learner Profile is an interictal part of the learning environment and PBIS Program.

Measurable Outcome:

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

By May of 2024, Brigham Academy will have distributed 10 school community newsletters, shared 10 Facebook posts relating to the Learner Profile and recognized 120 students for exemplifying the Learning Profile trait of the month.

Monitoring:

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

This area will be monitored through meetings with our IB Coordinator, reviewing the school community newsletter before publication and monitoring Brigham Academy's Facebook page on a regular basis.

Person responsible for monitoring outcome:

Lynn Boland (lynn.boland@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.)

Connecting Brigham Academy's IB Programme to the home and community will be done through a shared newsletter, student recognition program and social media platform. As outlined in the Learner Profile in Action, "Ongoing communication to the school community is vital for the development and successful implementation of the learner profile. School leaders are responsible for creating and sending regular newsletters to parents. Parents need assistance with understanding the attributes of the learner profile. Short simple statements of explanation and examples of how they might discuss these attributes at home would be so helpful. Including examples of what is happening at school in the various year levels would be of great assistance to parents."

(https://resources.ibo.org/publishing/tsm.xml?doc=g_0_iboxx_tsm_1308_2_e&part=2&chapter=6&page=1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We selected this intervention because the "IB programme standards and practices play a critical role for all IB World Schools. School leadership teams guide and support the school community to strengthen understanding and implementation of each standard and practice." In addition, "The learner profile, and its centrality to the IB mission, is a powerful influence for school communities as they plan, develop, implement and evaluate their IB programmes." (<https://resources.ibo.org>)

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.

Work with the IB Coordinator to update the newsletter to designate an area for the Learner Profile Trait of the Month. This section will share information about the trait and recognize students that exemplify the trait. Then, the IB Coordinator will work with administration to set dates for publication, review and distribution.

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

By When: August 2023

STEM and Specials teachers will meet once a month to identify 12 students each month (two per grade) who exemplify the Learner Profile trait of the month. Students will be recognized on the IB Bulletin Board - Everyday Heroes.

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

By When: September 2023 - May 2024

Create and share monthly recognition of Brigham Academy's Everyday Heroes. This will be done through the school / community newsletter, Facebook and IB Bulletin Board.

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

By When: September 2023 - May 2024

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.

Brigham's methods for dissemination of the SIP:

- School / District Webpage: <http://brighamacademy.polk-fl.net/>
- PEN Notebook
- Parent / Family / Community Input Meetings
- Annual Meeting

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))

Brigham plans to build positive relationships with parents, families and other stakeholders by hosting building capacity events, staff professional development sessions, conferences, data chats and annual

meetings. Also, we will seek family / community input, share information on Brigham's webpage, and maintain transparency in preventing barriers.

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))

To strengthen our academic program, increase learning time and provide an accelerated curriculum at Brigham, we will continue to offer STEM Labs on a daily basis. In addition, we will implement and review systems in place to improve the operation and sustainability of our IB PYP Programme.

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))

Brigham's School Improvement Plan was developed in coordination and integration with previous federal grants. We are recognized as a STEM School that accelerates learning through project-based learning occurring in our science, technology, engineering and math labs. Brigham's IB PYP Programme offers an inquiry-based, curriculum framework that builds conceptual understanding. Our programme is a student-centered approach to education for children aged 3-12. It reflects the best of educational research, leadership and experience derived from IB World Schools.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Brigham Academy ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas through the following:

- Access to <https://polkschoolsfl.com/mentalhealth/> and Hazel Health
- Individual and Group Counseling
- School Consultations
- Drumbeats
- Collaboration with community providers such as BayCare Behavioral Health, Heartland Counseling and the Sweet Center (Winter Haven Hospital)
- Support Groups
- Grief Support

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

To prepare for and increase awareness of postsecondary opportunities, we share information about transition events (elementary to middle / middle to high) and programs offered by local high schools and career academies (i.e. IB, Cambridge, Vocational). We host events such as the Brigham Bash and Great American Teach-in to expose students to a variety of professions.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Brigham implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, in coordination with similar activities and services carried out under the Individuals with Disabilities Education Act. This is done through MTSS, maintaining a high-quality PBIS Program, and the support of Mental Health Counselors, School Counselors and the district's ESE Department.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

To improve instruction and the use of data, Brigham Academy facilitates professional development through weekly professional learning communities, consistent data chats, and collaborative planning led by the reading coach and grade chair. Also, our IB Coordinator works with grade levels and STEM / Special Area teachers to develop, review and reflect on IB Units throughout the school year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Brigham Academy assists preschool children in the transition from early childhood education programs to local elementary school programs by organizing Kindergarten Round Up which takes students and parents through "A Day in the Life of a Kindergartener." Also, we provide a free Learner Inventory Workshop where incoming kindergarteners have the opportunity to "show what they know." Then, members of the leadership team meet with each family to share individual student strengths and resources to improve prekindergarten skills prior to the start of the school year.