Breakfast Point Academy

2016-17 Schoolwide Improvement Plan

Breakfast Point Academy

601 N RICHARD JACKSON BLVD, Panama City Beach, FL 32407

https://breakfastpoint.bay.k12.fl.us/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Breakfast Point Academy

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Breakfast Point Academy will provide a positive and safe learning environment fostering mutual respect among community, staff, and students by supporting diverse learners. We hold high expectations for our students as they grow into productive, knowledgeable, and responsible citizens who value life-long learning.

We believe in reaching EVERY CHILD, EVERY DAY!

b. Provide the school's vision statement.

Unlocking the leadership potential in every student through academics, relationships, and service to prepare them for future success in college, the workforce, and beyond.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Breakfast Point Academy has many diverse cultures in which teachers build relationships with students by learning about these cultures, fostering and embracing diversity. At the beginning of the year teachers gather information through inventories, surveys, or questionnaires to help build a relationship between the students and teachers. Learning style inventories are also used to help the teacher figure out the learning needs of each student. Students are encouraged to have discussions about their cultures and beliefs when applicable to material being taught, stories read, and classroom activities. ESOL parent newsletters, military student's group activities, and service learning students are just a few ways that cultures and beliefs are built to form relationships. Student's cultures and/or beliefs are represented on ITV on a daily basis with student spotlights. Teachers keep in close communication with parents and students through emails, conferences, class dojo, and websites. Teachers have on going conferences with students to help set academic goals, feedback, or to build upon teacher/student relationship. Students have to build a trust with the teacher to be motivated to do their best. Breakfast Point Academy also offers many after school clubs such as JS2S, Girls on the Run, Art Club, FCA, yearbook, cheerleading, football, basketball, track, SGA, Beta Club, Music Club, FFA, and SWAT that encourage all students to bond together with each other and faculty and staff. Breakfast Point Academy has a strong foundation for teacher and student relationships by valuing and building self worth among the different cultures within the school environment.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Breakfast Point Academy has created an environment where students feel safe and respected before, during, and after school by establishing a community of learners and encouraging the success of each and every child. High expectations with clear and consistent procedures in the student handbook and in daily routines, and acknowledgement of positive behavior and achievement fosters respect and creates a standard for each member of our community. Student involvement during and after school activities such as sports, service learning, Girls on the Run, student participation in morning announcements, and the Not in Our School campaign encourage each member of our school to feel a sense of safety, belonging and responsibility to our community.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school wide behavioral system in place is PBS (Positive Behavior Support). We are also implementing qualities which are inspiring all students at BPA to be leaders every day.

Our PBS guidelines require us to have a system in place for behavior incidents. We have MIFs (Minor Infraction Forms) and DRs (Discipline Referrals). MIFs address the less serious and/or repetitive behaviors that occur in class or on campus. It is a four step system. This form allows teachers to document incidents of behavior and what strategies they attempted to assist the student in eliminating the behavior (seating change, assignment modification, extended time, redirection, restatement of expectations, etc) Once students reach step four of this form, they are then referred to administration for further action. DR forms are for more serious behavioral incidents and require immediate action. Teachers have been trained on how to use these interventions and guidance is available to help assist them with more interventions and strategies if necessary.

School wide procedures and expectations are modeled, taught and explained the first few weeks of school to all of the students and carried out throughout the year. This year, along with PBS, we are continuing to teach students qualities of leadership. These qualities are modeled and taught daily, along with including leadership vocabulary in daily lessons and procedures. PBS and teaching leadership qualifies intrinsically rewards students for positive behavior choices and exhibiting leadership instead of an extrinsic method of rewarding students. Also, students displaying leadership characteristics are recognized on the morning announcements and during classroom and school activities. Emphasis is placed on what students are doing correctly and expectations are set high with the belief that students will rise to meet them. They are also recognized and awarded for exhibiting leadership characteristics in the classroom and around campus. Our students follow our RAY Pledge, which is the foundation for our PBS program. Rays are Responsible Achievers Young Leaders Showing Respect. Our students say this every morning after announcements are over. We have also incorporated the Sand Dollars, where students are awarded a Sand Dollar for fulfilling any part of our Ray Pledge. They may cash these in for prizes at our school store.

An emphasis this year is on Attendance as well. We have an Attendance/ Behavior PLC group whose primary focus is on improving student attendance and decreasing behavioral incidents. They meet at least twice a month to review data, discuss challenges and successes, and create a calling list for chronic absentees to make calls home.

During pre-school planning our teachers and staff were informed on the procedures and policies regarding PBS. We also have a Leadership Team who meets monthly to discuss concerns/issues as well as successes from each grade level/subject area on how these programs are working and what school wide changes may need to be made in order to better meet the needs of our students. The members of the Leadership Team keeps their grade level informed of any new ideas/modifications that may need to occur and the successes the team hears from other grade levels.

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

Breakfast Point Academy ensures the social-emotional needs of all students are being met through mentoring, specific services and counseling.

Classrooms are encouraged to work together to promote social/communication skills and to teach empathy and understanding. Teachers of younger students pair their class with students from an older class to create reading and science buddies. The purpose of this is for the older student to gain

empathy and practice teaching the younger students what he/she has learned about reading and to reinforce the younger student to encourage them to read. Both students benefit as reading improves and confidence is gained.

Bay District provides BPA two trained guidance counselors who continuously work to meet the needs of our students. These counselors are in contact with families to determine needs of the student and the family. They have developed a list of resources including, community service leagues, churches, businesses and individuals who volunteer to help families and students in need. Needed assistance may include clothes, shoes, food, glasses, medical/dental emergencies and counseling. The middle school counselor teaches two middle school Service Leadership Classes that teach middle school students how to volunteer and provide services to teachers and buddies to younger students. The guidance counselors also provide social skill training, anger management and counseling.

The population at Breakfast Point Academy includes a large population of military connected children. We work with the community and a military life counselor to ensure an easier transition for these students as members of their family deploy and return home. JS2S is also led by the guidance counselor where she has students who help other students transition to our school.

Students with Emotional Behavior Disorders are identified through MTSS when their behavioral or emotional responses adversely affect their performance in school. They are taught curriculum that aligns with the Florida Assessment Standard and may receive emotional/behavior education from the ESE teacher, the guidance counselor or in the severest of cases from a district provided counselor. Instruction may include but is not limited to communication, social skills, anger management, and task completion. Intensive behavior management in the ESE classroom is provided for students whose behavior severely impacts their educational performance. This allows them a lower student/adult ratio so that they receive more small group or individual instruction and intensive behavior support and counseling.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Breakfast Point Academy (BPA) has an Early Warning System that focuses on providing interventions and strategies in order to address specific elements in the areas of student attendance, academic performance, and behavior that will hopefully lead to greater student success. Breakfast Point Academy's leadership has implemented a continuous improvement process which provides clear directions for improving conditions which support student learning. The Leadership Team, academic committees, MTSS Team, and grade/subject teams meet monthly to discuss student progress and make instructional decisions using common assessment data, Measures of Academic Progress (MAP) Data, and MTSS progress monitoring data. The leadership team shares this information with their grade levels and academic committees. School-wide progress is also shared at our School Advisory Council meetings where academic committee chairs provide updates to stakeholders.

Attendance below 90%-students are identified by the classroom teacher and referred to guidance. The guidance counselor is responsible for making contact with the family, scheduling a CST, or proceeding to truancy court. Our attendance team also identifies students with attendance concerns and make phone calls to parents to try and improve attendance.

One or more suspensions-Students are identified through the PBS and monthly data analysis. MTSS Tier 2 and Tier 3 support may be put into place to provide additional support and interventions.

In order to correctly identify students who may be struggling or to address course failure in ELA/Math or students who scored a Level 1 on the statewide assessment, BPA has implemented Sting Time which is a school-wide enrichment /intensive instruction block that allows for targeted intensive

instruction for those students who need it and various enrichment classes for the other students to extend their learning. K-8 has 30 minutes built into the day specifically designed to provide enrichment and remediation to students as needed. To further address academic needs all of our students (grades K-8) participate in MAP testing three times a year and FSA in the spring (grades 3-8). The data from these two assessments is analyzed and used to continuously plan and implement instruction/strategies that enhance learning experiences and academic growth. Progressing monitoring and consistently assessing and analyzing data to assure that our school is meeting the needs of all students particularly the needs of the lowest quartile.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	14	10	11	20	14	22	19	31	0	0	0	0	164
One or more suspensions	6	0	4	4	1	3	4	6	11	0	0	0	0	39
Course failure in ELA or Math	0	3	3	2	5	4	3	3	2	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	19	48	25	30	30	18	0	0	0	0	170

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	2	5	12	10	10	7	14	0	0	0	0	64

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Teachers and administrators at BPA provide students with challenging and equitable learning opportunities to improve the academic performance of students identified by the EWS. Differentiated instruction is practiced in every classroom and content area throughout the school. We have Multi-Tiered System of Support (MTSS), Inclusion classes, and self-contained Exceptional Student Education (ESE) classes at the elementary level. At the middle school level, we offer Aspire classes, remedial courses, Inclusion classes, and self-contained ESE classes. We also have English Language Learner (ELL) support. A 30 minute intervention period is built into the school day for each grade level.

BPA has targeted students that scored in the lowest 30% who are receiving intensive instruction during the school day. Intensive interventions and supports may include individual counseling, tutoring, behavior contracts or checklists, or the involvement of parents, social workers or school psychologists.

Math: Strategies implemented by BPA for those students scoring a level 1 on the statewide, standardized assessment in math include both whole group (with explicit modeling) and intensive small group instruction (including guided math groups with the teacher, and math stations utilizing manipulatives) as well as Connecting Math and SRA Math Labs. Also, students who score a level 1 on statewide, standardized assessments or who are not performing on grade level in math based upon disaggregated data analysis are referred for Tier II or Tier III interventions through MTSS during the day including during the 30 minute Sting time utilizing the Harcourt Go Math Florida strategic intervention program. Students also utilize the Successmaker 9 (SM9) online interactive math

program for extra support. For all of our kids working below grade level we use lots of hands on strategies and pictures/manipulatives to help students make connections and master skills. The direct, modeled, and small group instruction is focused and aligned with the standards being taught for that particular skill or benchmark. Data derived from benchmark, formative and summative assessments drives instruction and students receive differentiated instruction based upon individual needs and levels. All of the above instruction is derived through research based assessment data.

Reading: Strategies implemented for those students scoring a level 1 on statewide, standardized assessment in reading (ELA) include both whole group (with explicit modeling) and intensive small group instruction (including guided reading groups with the teacher, and differentiated reading (ELA) stations. Also, students who scores a level 1 on statewide, standardized assessments or who are not performing on grade level in reading (ELA) based upon disaggregated data analysis are referred for Tier II and Tier III interventions through MTSS during the day including the 30 minute Sting time utilizing small group instructions utilizing programs such as SRA Early Reading Tutor, Horizons, and Wonders strategic interventions series for phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students also utilize the Successmaker 9 (SM9) online interactive reading (ELA) and FastForward reading programs for extra support. The direct, modeled, and small group instruction is focused and aligned with the standards being taught for that particular skill or benchmark. Data derived from benchmark, formative and summative assessments drives instruction and students receive differentiated instruction based upon individual needs and levels. All of the above instruction is derived through research based assessment data.

Another strategy all grade levels have noted that they are using is test taking strategies that apply specifically to the rigor of the new assessments (FSA aligned for ELA and Math). Since the questions are written so dramatically different in some cases this has become a strong focus to prepare students to be successful on common assessments.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Breakfast Point Academy uses a comprehensive approach to support positive relationships with parents and increase family involvement. We promote effective school-to-home and home-to-school communication about student progress, school events, educational programs including but not limited to websites, IRIS alerts, emails, bulletins, welcome marquee. Parents are encouraged to become active members of the Parent Portal student account. This is up-to-date account of student attendance, grades, behavior, etc.
We plan to increase our parental involvement volunteer hours by:
- Volunteer coaching
- Classroom Volunteers
- PTO Events, Fall Festival, music festival, athletic events
- Soliciting volunteers for Book Fair, Health Screenings, and Picture Days

BPA also plans events and conducts meetings to offer parents different "survival skills" to enable them to continue to be an active participant in the ever changing educational process. Parents have participated in Science Night, Math Night, Open House, Orientation and ASPIRE Night.
BPA conducts a Climate Survey each year. This survey is computer based and is offered to faculty, staff, students and parents. This survey targets specific aspects of our school environment and the participants rate our school on how they think we performed in each category. There is also space available for comments and suggestions for improvement. Our faculty and administration analyze the results each year and discuss at length how we can improve in areas of concern.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school builds and sustains relationships within the community through fundraising projects and community involvement and service projects. We have many business and community sponsors that we rely on to help secure needed resources for school and student achievement. Many local business such as Chick fil a, Rocket Lanes, Marco's Pizza, and Carabbas hold fundraisers for our school by donating a portion of their sales back to the school for enrichment and extension activities. Home Depot partners with our school to provide supplies and materials needed for science and math projects involving building and gardening.

Local doctors provide sports physicals for middle school students and provide ongoing student education about health related issues - hand washing, infectious diseases, nutrition, and healthy living.

We also reach out into the community and invite community leaders into the classrooms to share about their jobs and important topics related to student motivation and achievement and student wellness. We also have two physicians who volunteer to provide free sports physicals and classroom presentations on hygiene, nutrition, and wellness.

Additionally, our school consistently participates with community businesses and agencies. For example: Back Pack Blessings (Woodlawn UMC), Family Fun Nights (Rock-It Lanes), Family Night (Chick-fil-a) Holiday Food Drives (PCB Police Dept.), Dough Raising Nights (Domino's Pizza), Book-It Program (Pizza Hut) and Relay for Life are among some of the community businesses that we have built relationships with that support our students and our school.

C. Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Weatherly, Keri	Principal
Marchi, Tebbie	Teacher, K-12
Monduy, Elena	Teacher, K-12
Cottrell, Ryan	Teacher, K-12
Hobbs, Amy	Teacher, K-12
Pickrell, Kathy	Teacher, ESE
West, Erica	Teacher, K-12
Christopher, Rebecca	Assistant Principal
Bailey, Janet	School Counselor
Jones, Robin	School Counselor
Speights, Gay	Assistant Principal
Guice, Michelle	Teacher, K-12
Robinson, Nicole	Teacher, K-12
Shumate, Jennifer	Teacher, K-12
Bordelon, Christina	
Griggs, Renee	Teacher, K-12
Chester, Summer	Teacher, K-12
Harrington, Jennifer	Teacher, K-12
Ficke, Amy	Teacher, K-12
Prater, Stacy	Other
Domico, Amy	Other
Woodrum, Jamie	Other
Smith, Starla	Psychologist

b. Duties

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

Principal : Keri Weatherly
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Rebecca Christopher
Assist with providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Intervention Specialist: Kathy Pickrell
Provides guidance on K-12 reading plan; supports schools with the implementation of MTSS; shares

information with administrators, provides professional development to faculty and staff based on area of need; attends School Based Leadership Team Meetings; assists with data analysis and development of intervention plans and periodically reviews MTSS information for compliance.

School Psychologist: Starla Smith
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Amy Domico, Stacy Prater & Jamie Woodrum
Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Regular Education Teachers – Amy Hobbs, Rebecca Cornell, Holly Allain, Christina Strickland, Jaime Hampton, Erica West; Summer Chester, Kathy Vines
Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Regular Education Teachers - middle/high schools: Nicole Robinson, Jennifer Shumate, Lori Spillers, and Michelle Guice (ASPIRE)
Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3.

ESE Teacher: Allison Scully
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Guidance Counselors: Janet Bailey, Robin Jones
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

Instructional Coaches: Jennifer Mann (Literacy Coach), Ashley French (Math Coach), Erin Brack (Science)
Provides model lessons, observe classroom instruction per teacher request in order to provide feedback and guidance, assist teachers with data analysis in developing data driven instructional plans to meet the needs of students within the classroom.

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

The MTSS team meets monthly (or more often if needed) to build consensus and make decisions about implementation. The MTSS Leadership Team will conduct on-going reviews of EWS, MAP data, AMO, FSA data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. We will review progress monitoring data and common assessments at

the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the MTSS team will identify and ensure professional development. The MTSS team is responsible for school-wide implementation. The MTSS team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Keri Weatherly	Principal
Amy Hobbs	Teacher
Holly Allain	Teacher
Summer Chester	Teacher
Jamie Hampton	Teacher
Erica West	Teacher
Rebecca Cornell	Teacher
Andrea Harper	Business/Community
Bryan Durta	Parent
Phil Livera	Parent
Donna Langlotz	Parent
Chris Dixon	Parent
Sarah Dever	Parent
Regina Merritt	Parent
Meghan Kraft	Parent
Heidi Asprodites	Parent
Anthony Washington	Parent
Barrington Owens	Business/Community
Frank Merritt	Business/Community
Amber Hightower	Parent
Nicole Robinson	Teacher
Jennifer Shumate	Teacher
Renee Griggs	Teacher
Amanda Stephens	Teacher
Amy Ficke	Teacher
Jennifer Harrington	Teacher
Jennifer Ordenana	Education Support Employee
Andrea Harper	Business/Community
April Patrick	Student
Tonna Herendeen	Parent
Brittany Orleans	Parent
Rinku Shah	Parent
Natalie Greve	Parent
Michele Santilli	Parent
Gena Henley	Parent
Heather Roach	Parent
Amanda Herzing	Parent
John Free	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) is provided with school wide assessment data to include areas of success and areas of concern at the beginning of each new school year, throughout the year, and at the end of the school year.. The SAC meets monthly or at least three times a semester to discuss goals and strategies to increase student achievement and progress towards the School Improvement goals. Questions and concerns are answered by administration as well as suggestions are made by SAC to improve student achievement.

b. Development of this school improvement plan

The School Advisory Council will assist in the development of the school improvement plan by reviewing the draft, providing feedback, and approving the final revisions. Throughout the school year, the school improvement plan is revisited and discussed by SAC and administration.

c. Preparation of the school's annual budget and plan

The annual school budget and plan is presented each year during the spring SAC meeting where the committee has an opportunity to ask questions, have input, and make suggestions.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Breakfast Point Academy received $5261.00. All funds were budgeted for project 2133. Funds were used to recognize student achievement and for classroom consumables to support the school improvement plan goals.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Weatherly, Keri	Principal
Marchi, Tebbie	Teacher, K-12
Monduy, Elena	Teacher, K-12
Cottrell, Ryan	Teacher, K-12
Hobbs, Amy	Teacher, K-12
Pickrell, Kathy	Teacher, ESE
West, Erica	Teacher, K-12
Christopher, Rebecca	Administrative Support
Bailey, Janet	School Counselor
Jones, Robin	School Counselor
Speights, Gay	Assistant Principal
Shumate, Jennifer	Teacher, K-12
Brack, Erin	Instructional Coach
Guice, Michelle	Teacher, K-12
Robinson, Nicole	Teacher, K-12
Mann, Jen	Instructional Coach
Griggs, Renee	Teacher, K-12
Chester, Summer	Teacher, K-12
Harrington, Jennifer	Teacher, K-12
Stephens, Amanda	Teacher, K-12
Ficke, Amy	Teacher, ESE
Smith, Starla	Psychologist
Prater, Stacy	Other
Domico, Amy	Other
Woodrum, Jamie	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy within the school through the use of MAP and Common Grade Level Assessment data to drive instruction in all content areas. BPA participates in district mandated writing three times a year school wide to develop, analyze and calibrate writing. The LLT Develops and utilizes school-wide instructional focus calendars for reading, math, and science and continues to develop and revise common grade level assessments. Incorporates the new Florida Standards across all grade levels and across all subject areas Kindergarten through eight grade.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional Learning Communities (PLCs) exist at each grade level in kindergarten through eighth grade. PLCs work in collaboration to unpack the standards, develop common grade level formative and summative assessments, plan instruction, analyze the results, and plan remediation/enrichment for identified students. Much of this data and collaboration is instrumental in placing students in their 30 minute STING time, which occurs daily on every grade level and is designed to provide students with remediation and enrichment in academic areas.

Academic Professional Learning Communities have been established for ELA, Math, Science, and Social Studies. A representative from each grade level serves on this committee where school-wide benchmark data is analyzed to identify school-wide trends. After the committee PLCs, members from each grade level return to share data and strategies with their grade levels.

In addition, a Positive Behavior Support PLC has been established to collect and analyze school-wide discipline data and identify students in need of positive behavior support. It also focuses on students who are at risk of attendance issues and implements strategies to encourage parents and students to come to school.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Meet regularly with new teachers (Principal, Keri Weatherly)
2. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via district initiatives. (Principal, Keri Weatherly)
3. On-going professional development provided that aligns to the district adopted framework for effective teaching. (Principal, Keri Weatherly, Assistant Principal, Rebecca Christopher, and Assistant Administrator Christina Bordelon)
4. New Teachers will participate in Bay District Schools New Teacher Induction Program (Assistant Principal, Rebecca Christopher)
5. New Teachers will be partnered with veteran staff. (Rebecca Christopher, Assistant Principal)

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

*New Teachers are partnered with veteran staff on their grade level and will meet weekly during grade level meetings.
*New Teachers will participate in Bay District's New Teacher Induction Program.
*New Teachers are provided with a district mentor who will provide support and guidance during the first year.
*Administrators will meet regularly with new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

To ensure that our core instructional programs and materials are aligned to Florida's standards, our school meets regularly with grade level and/or department PLCs. We use this time to review the district provided Year at a Glance calendars, unpacked Florida Standards, and Item Specifications. Our PLCs also design common formative and summative assessments based on the standards and

review this data regularly. PLCs use this data to drive their instruction and ensure students are mastering the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers and administrators at BPA provide students with challenging and equitable learning opportunities. Differentiated instruction is practiced throughout the entire school. We have Multi-Tiered System of Support (MTSS), Talented and Gifted (TAG), Inclusion classes, and self-contained Exceptional Student Education (ESE) classes at the elementary level. At the middle school level, we offer Career and Professional Education courses, advanced courses, remedial courses, Inclusion classes, and self-contained ESE classes. We also have English Language Learner (ELL) support. Teachers and administration utilize varied assessments to drive instruction. MAP tests, Florida Standards Assessment (FSA), Success Maker Version 9 (SM9), Diagnostic Assessment for Reading (DAR), Common Summative and Formative Assessments, Progress Monitoring Data utilizing the MTSS framework, ongoing formative classroom assessments, and teacher observations provide valuable information to in order to differentiate and plan for instruction based on the needs of the students. Lesson plans, MTSS documentation, Individual Educational Plans (IEP) and 504s all reflect services and goals based on student needs. Course descriptions outlining required standards and pacing guides also ensure equity and fidelity. Gradebook through the parent portal (FOCUS) is used for timely feedback to all stakeholders. Grades are available in FOCUS, based on Curriculum Assessment Guidelines (CAG) and are standards based. We strive to ensure that
grades are an accurate reflection of the student's mastery of a standard. BPA has implemented uniform grading policy school-wide, requiring that 80% of the course grade be based on team developed common summative assessments.
Common assessments are created and aligned to the new Florida Standards at each grade level. These assessments allow for each teacher to determine the needs of students across the grade level by identifying strengths and weaknesses of students, students who have the standards mastered or which students who need additional instruction. As a result of common assessments, teachers are able to analyze questions and determine their effectiveness according to students success. Our school and individual teachers analyze our state assessments to identify areas that need improvement or more instruction. This also allows each teacher to evaluate the learning gains for each student. Much of this data analysis occurs at each PLC meeting, which allows teachers to collaborate on successful strategies and place students as needed in their STING groups.

Examples:
MTSS, Tier II and III intervention and support
small group instruction
re-teaching the standards that are not mastered
Teachers assure that instruction is challenging and in accordance with the state standards through PLC team meetings, common assessments, and data driven dialogue.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

In the Spring, the preschool and head start classes from the preschool program visit the kindergarten classes. The parents are also invited to attend. This assists with easing the transition from preschool to kindergarten.

In the Spring, the high school counselors from each of the high schools visit our 8th grade students to provide information regarding high school programs, course requirements, and graduation requirements. 8th grade students are invited to attend a high school open house. Once students make their choices for 9th grade, counselors from the high schools are invited to meet with students to discuss their schedules for their first year of high school.

b. College and Career Readiness

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

Breakfast Point tracks students performance which allows for the school to appropriately place students who are ready into the advances programs to prepare for college and career awareness.

BPA offers US History and Career Planning courses for all 8th graders. Florida Choices covers the college and career choices. Local business/industry/community organizations visit all middle school students with STEM.

School electives include Service Leadership, Critical Thinking, Career and Professional Education (CAPE), Band, and Agriculture.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

CAPE Academy is offered at Breakfast Point Academy through (MOAC) Microsoft IT Academy. In addition, we have an agriculture elective.

BPA offers Algebra I Honors and Geometry I Honors mathematics courses. Students are required to participate in the end of the course exam which can result in a high school math credit.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Breakfast Point's technology infrastructure is modern and fully supports the school's teaching, learning, and operational needs. Each classroom is equipped with SMART equipment and at least four student computers to engage the students and enhance their learning.We have three computer labs that are utilized for testing, research, and instruction. BPA also has an additional middle school computer lab that is utilized by our students enrolled in our Career and Professional Education Academy (CAPE) course. The CAPE academy integrates all content within the programs. Students create project-based learning using all content areas through the use of IT Technology (MOAC).

We also offer STEM, Technology, and Business STING classes for Middle School, which allow students to engage in career and technical education.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Continue to develop, implement, and analyze complex common formative and summative assessments across grade levels and content areas to increase learning gains of all students

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Continue to develop, implement, and analyze complex common formative and summative assessments across grade levels and content areas to increase learning gains of all students `1a`

🔍 G084495

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	73.0
FSA ELA Achievement	61.0
FCAT 2.0 Science Proficiency	66.0
ELA/Reading Lowest 25% Gains	46.0
Math Lowest 25% Gains	65.0
ELA/Reading Gains	55.0
School Grade - Percentage of Points Earned	65.0
Math Gains	72.0

Targeted Barriers to Achieving the Goal `3`

- Limited time and deep understanding of the new Florida Standards and item specifications in order to develop quality common assessments with appropriate complexity and relevance.

- Scheduling enough support in ESE Inclusion classrooms in order to provide ESE students with assistance so they are able to make satisfactory progress with Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PLC Planning Days (4)

- FSA Website - Item Specs

- CMAPS

- CPALMS

- Leadership Team and Capacity Building with PLCs

- Spreadsheet for Analysis of Common Assessments

- Professional Learning Community

- Large amount of materials and resources to support low performing students

- Literacy and math coaches

- ELA and Math Curriculum Guide

Plan to Monitor Progress Toward G1. `8`

Students will increase from baseline to midyear as measured by common summative and formative assessments and MAP.

Person Responsible

Keri Weatherly

Schedule

Semiannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

1. Data Reports 2. Grade Book

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Continue to develop, implement, and analyze complex common formative and summative assessments across grade levels and content areas to increase learning gains of all students 1

🔑 G084495

G1.B1 Limited time and deep understanding of the new Florida Standards and item specifications in order to develop quality common assessments with appropriate complexity and relevance. 2

🔑 B224476

G1.B1.S1 Continue to build and strengthen Professional Learning Communities (PLC) at each grade level to develop common assessments and analyze the common assessment data. 4

🔑 S236930

Strategy Rationale

This strategy will provide opportunity for collaborative teaching which in turn will enhance the level of instruction provided and the assure assessments are aligned with appropriate standards and rigor.

Action Step 1 5

All teachers will participate in grade level PLCs in order to develop common assessments and analyze common assessment Data.

Person Responsible

Keri Weatherly

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Common Assessments, PLC Meeting minutes, Lesson Plans, Grade Book

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

1. Once a month PLC meeting with administration 2. Administration will monitor PLC meeting minutes, lesson plans, and gradebook throughout the school year. 3. Instructional coaches will review common assessments and provide feedback as well as pacing guides 4. Monthly Leadership meetings with the grade level chairs and SIP team.

Person Responsible

Keri Weatherly

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Common Assessments, PLC Meetings, Lesson Plans, Grade Book

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

1. Grade Level Common Assessment Data 2. MAP 3. FSA 4.Grade Book

Person Responsible

Keri Weatherly

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

1. Data Reports 2. Grade Book

G1.B1.S2 Strengthen student individual intervention and enrichment by implementing STING in kindergarten through eighth grade addressing the need for learning gains in all students, especially our lowest 25% 4

🔑 S236931

Strategy Rationale

Providing the opportunity for an enrichment and intervention time within the master schedule allows teachers to address the academic needs of all students, therefore ensuring learning gains for all.

Action Step 1 5

STING will be added to the master schedule for all grade levels and students will be assigned to specific need based on current individual student data.

Person Responsible

Keri Weatherly

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Common Assessments data, PLC Meetings, Lesson Plans, Grade Book, STING Google Document/Sign-in

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

1. Once a month PLC meeting with administration 2. Administration will monitor PLC meeting minutes, lesson plans, gradebook, and STING sign-in sheet and google document throughout the school year. 4. Monthly Leadership meetings with the grade level chairs and SIP team.

Person Responsible

Keri Weatherly

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Common Assessments, PLC Meetings, Lesson Plans, Grade Book, STING Google Document/Sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitor and analyze results from MAP, PLC data, gradebook, FSA

Person Responsible

Keri Weatherly

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

1. Data Reports 2. Grade Book 3. PLC data

G1.B2 Scheduling enough support in ESE Inclusion classrooms in order to provide ESE students with assistance so they are able to make satisfactory progress with Florida Standards. `2`

🔑 B224477

G1.B2.S1 Create a school-wide master schedule that includes ESE teachers and ESE paraprofessionals in regular education classrooms in order to provide access to grade level curriculum, assessment, and instruction for students. `4`

🔑 S236932

Strategy Rationale

Implementation will strengthen the instruction and learning for ALL students.

Action Step 1 `5`

All ESE teachers will participate in grade level PLCs with regular education teachers in order to develop common formative and summative assessment data to provide students with remediation/ enrichment in a timely manner.

Person Responsible

Keri Weatherly

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Common Assessments, PLC Meetings, Lesson Plans, Grade Book

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

1. Once a month grade level data chats with administration 2. Administration will monitor lesson plans 3. Monthly Leadership meetings with the grade level chairs and SIP team

Person Responsible

Keri Weatherly

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Common Assessments, PLC Meetings, Lesson Plans, Grade Book

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

1. Grade Level Common Assessment Data 2. MAP 3. FSA 4. Grade Book

**Person Responsible**

Keri Weatherly

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

1. Data Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M312019	Students will increase from baseline to midyear as measured by common summative and formative...	Weatherly, Keri	8/18/2016	1. Data Reports 2. Grade Book	6/2/2017 semiannually
G1.B1.S1.MA1 🔑 M312013	1. Grade Level Common Assessment Data 2. MAP 3. FSA 4.Grade Book	Weatherly, Keri	8/18/2016	1. Data Reports 2. Grade Book	6/2/2017 monthly
G1.B1.S1.MA1 🔑 M312014	1. Once a month PLC meeting with administration 2. Administration will monitor PLC meeting minutes,...	Weatherly, Keri	8/18/2016	Common Assessments, PLC Meetings, Lesson Plans, Grade Book	6/2/2017 monthly
G1.B1.S1.A1 🔑 A305960	All teachers will participate in grade level PLCs in order to develop common assessments and...	Weatherly, Keri	8/18/2016	Common Assessments, PLC Meeting minutes, Lesson Plans, Grade Book	6/2/2017 weekly
G1.B2.S1.MA1 🔑 M312017	1. Grade Level Common Assessment Data 2. MAP 3. FSA 4. Grade Book	Weatherly, Keri	8/18/2016	1. Data Reports	6/2/2017 monthly
G1.B2.S1.MA1 🔑 M312018	1. Once a month grade level data chats with administration 2. Administration will monitor lesson...	Weatherly, Keri	8/18/2016	Common Assessments, PLC Meetings, Lesson Plans, Grade Book	6/2/2017 monthly
G1.B2.S1.A1 🔑 A305962	All ESE teachers will participate in grade level PLCs with regular education teachers in order to...	Weatherly, Keri	8/18/2016	Common Assessments, PLC Meetings, Lesson Plans, Grade Book	6/2/2017 monthly
G1.B1.S2.MA1 🔑 M312015	Monitor and analyze results from MAP, PLC data, gradebook, FSA	Weatherly, Keri	8/18/2016	1. Data Reports 2. Grade Book 3. PLC data	6/2/2017 monthly
G1.B1.S2.MA1 🔑 M312016	1. Once a month PLC meeting with administration 2. Administration will monitor PLC meeting minutes,...	Weatherly, Keri	8/18/2016	Common Assessments, PLC Meetings, Lesson Plans, Grade Book, STING Google Document/Sign-in sheet	6/2/2017 monthly
G1.B1.S2.A1 🔑 A305961	STING will be added to the master schedule for all grade levels and students will be assigned to...	Weatherly, Keri	8/18/2016	Common Assessments data, PLC Meetings, Lesson Plans, Grade Book, STING Google Document/Sign-in	6/2/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Continue to develop, implement, and analyze complex common formative and summative assessments across grade levels and content areas to increase learning gains of all students

G1.B1 Limited time and deep understanding of the new Florida Standards and item specifications in order to develop quality common assessments with appropriate complexity and relevance.

G1.B1.S1 Continue to build and strengthen Professional Learning Communities (PLC) at each grade level to develop common assessments and analyze the common assessment data.

PD Opportunity 1

All teachers will participate in grade level PLCs in order to develop common assessments and analyze common assessment Data.

Facilitator

1. Administration 2. Intervention Specialist 3. Instructional Coaches

Participants

All Teachers

Schedule

Weekly, from 8/18/2016 to 6/2/2017

G1.B2 Scheduling enough support in ESE Inclusion classrooms in order to provide ESE students with assistance so they are able to make satisfactory progress with Florida Standards.

G1.B2.S1 Create a school-wide master schedule that includes ESE teachers and ESE paraprofessionals in regular education classrooms in order to provide access to grade level curriculum, assessment, and instruction for students.

PD Opportunity 1

All ESE teachers will participate in grade level PLCs with regular education teachers in order to develop common formative and summative assessment data to provide students with remediation/enrichment in a timely manner.

Facilitator

1. Administration 2. Intervention Specialist 3. Instructional Coaches 4. Leadership Team Members

Participants

All ESE teachers

Schedule

Monthly, from 8/18/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	All teachers will participate in grade level PLCs in order to develop common assessments and analyze common assessment Data.	$0.00
2	G1.B1.S2.A1	STING will be added to the master schedule for all grade levels and students will be assigned to specific need based on current individual student data.	$0.00
3	G1.B2.S1.A1	All ESE teachers will participate in grade level PLCs with regular education teachers in order to develop common formative and summative assessment data to provide students with remediation/enrichment in a timely manner.	$0.00
		Total:	$0.00