Breakfast Point Academy

leadership
analysis
Florida
college and career
students
ambitious
mission
school improvement
family and community involvement
striving
achievement
teaching
relationships
success
areas of focus
instruction
resources
strategic planning
collaboration
vision
learning
supportive environment
growth
needs assessment

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	53%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	A	A*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 Ray, Every Day!

Each and every child can learn, and we will establish high standards of learning that we expect all student to achieve.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Whitfield, Clint	Principal
West, Erica	Teacher, K-12
Christopher, Rebecca	Assistant Principal
Bailey, Janet	School Counselor
Jones, Robin	School Counselor
Guice, Michelle	Teacher, K-12
Shumate, Jennifer	Teacher, K-12
Griggs, Renee	Teacher, K-12
Ficke, Amy	Teacher, K-12
Joyner, Amy	Teacher, K-12
Kirk, Elise	Teacher, K-12
Spillers, Lori	Teacher, K-12
Cottrell, Ryan	Assistant Principal
Monduy, Elena	Teacher, K-12
Webb, Cheryl	Teacher, K-12

Duties

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

Principal : Clint Whitfield
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 Principals and Assistant Administrator: Rebecca Christopher, Darnita Rivers, and Ryan Cottrell 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: Renee Miller
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: Brandi Wittstruck
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 Pathologists: Amy Domico, Cherie Sullivan, and Sharon Wilder
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 Joyner, Cheryl Webb, Tebbie Marchi, Kathy Vines, Elise Caliguire, Erica Wes: Provide 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: Summer Chester, 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: Amy Ficke
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. Plans ESE teacher and Para schedules to have the most impact on assisting our low performing students.

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.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	13	13	16	18	19	11	14	23	0	0	0	0	141
One or more suspensions	0	0	0	0	1	2	6	5	3	0	0	0	0	17
Course failure in ELA or Math	0	3	1	2	4	1	0	2	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	6	28	40	49	29	27	0	0	0	0	179

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	1	7	5	6	9	6	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	8	4	6	0	1	1	1	1	0	0	0	0	27
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 9/21/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

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

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

Based on our data, our ELA and Math Lowest 25th percentile performed the lowest. ELA was at 39%, and Math was at 47%. The scores were in fact low the previous year, but ELA was at 48% (9 points higher) and Math was at 57% (10 points higher).

Which data component showed the greatest decline from prior year?

In reviewing the data, both our overall ELA scores and Math Lowest 25th percentile decreased by 10 points.

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

Our ELA Lowest 25th Percentile had the largest gap with the state. Our performance was at 39% while the state average was 52%.

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

Science achievement increased from 54% to 62%, which is really the only area in which we made a significant improvement.

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

Our teachers began implementing more hands on experiments, and more streamlined assessments were created throughout the district to meet the rigor of the SSA.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	55%	70%	60%	58%	58%	55%
ELA Learning Gains	53%	62%	57%	52%	52%	54%
ELA Lowest 25th Percentile	39%	55%	52%	43%	42%	49%
Math Achievement	67%	70%	61%	70%	62%	56%
Math Learning Gains	65%	59%	58%	69%	60%	54%
Math Lowest 25th Percentile	47%	62%	52%	62%	43%	48%
Science Achievement	62%	62%	57%	63%	56%	52%
Social Studies Achievement	83%	83%	77%	88%	80%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	14 (23)	13 (14)	13 (10)	16 (11)	18 (20)	19 (14)	11 (22)	14 (19)	23 (31)	141 (164)
One or more suspensions	0 (6)	0 (0)	0 (4)	0 (4)	1 (1)	2 (3)	6 (4)	5 (6)	3 (11)	17 (39)
Course failure in ELA or Math	0 (0)	3 (3)	1 (3)	2 (2)	4 (5)	1 (4)	0 (3)	2 (3)	0 (2)	13 (25)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (19)	28 (48)	40 (25)	49 (30)	29 (30)	27 (18)	179 (170)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	51%	57%	-6%	57%	-6%
	2017	56%	59%	-3%	58%	-2%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	54%	51%	3%	56%	-2%
	2017	47%	52%	-5%	56%	-9%
Same Grade Comparison		7%				
Cohort Comparison		-2%				
05	2018	35%	50%	-15%	55%	-20%
	2017	54%	49%	5%	53%	1%
Same Grade Comparison		-19%				
Cohort Comparison		-12%				
06	2018	56%	51%	5%	52%	4%
	2017	61%	52%	9%	52%	9%
Same Grade Comparison		-5%				
Cohort Comparison		2%				
07	2018	61%	51%	10%	51%	10%
	2017	58%	50%	8%	52%	6%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		3%				
Cohort Comparison		0%				
08	2018	65%	58%	7%	58%	7%
	2017	60%	56%	4%	55%	5%
Same Grade Comparison		5%				
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	62%	63%	-1%	62%	0%
	2017	54%	56%	-2%	62%	-8%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	57%	59%	-2%	62%	-5%
	2017	70%	62%	8%	64%	6%
Same Grade Comparison		-13%				
Cohort Comparison		3%				
05	2018	54%	57%	-3%	61%	-7%
	2017	55%	52%	3%	57%	-2%
Same Grade Comparison		-1%				
Cohort Comparison		-16%				
06	2018	75%	52%	23%	52%	23%
	2017	60%	49%	11%	51%	9%
Same Grade Comparison		15%				
Cohort Comparison		20%				
07	2018	60%	59%	1%	54%	6%
	2017	65%	58%	7%	53%	12%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
08	2018	71%	48%	23%	45%	26%
	2017	73%	46%	27%	46%	27%
Same Grade Comparison		-2%				
Cohort Comparison		6%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	57%	54%	3%	55%	2%
	2017					
Cohort Comparison						
08	2018	63%	49%	14%	50%	13%
	2017					
Cohort Comparison		63%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	83%	76%	7%	71%	12%
2017	88%	72%	16%	69%	19%
Compare		-5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	64%	28%	62%	30%
2017	100%	62%	38%	60%	40%
Compare		-8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	56%	-56%
2017	0%	60%	-60%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	37	31	35	46	38	32	57			
ELL	29	50	69	52	55	40					
ASN	58	71		84	76						
BLK	31	52	64	38	50	47	45				
HSP	46	50	38	58	52	40	43				
MUL	60	57	44	70	68		63				
WHT	58	53	34	69	67	50	65	86	85		
FRL	44	46	39	57	61	47	56	67	55		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	21	44	43	35	44	37	7	65			
ELL	52	57	50	61	71	71	27				
ASN	67	69		94	71						
BLK	50	61	54	41	59	50	18	82			
HSP	46	47	32	57	69	58	46				
MUL	42	44		68	70		55				
WHT	61	66	51	68	67	60	57	89	72		
FRL	47	57	45	54	62	57	44	83	43		

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1

Title	Behavior
Rationale	Inconsistency with integration and buy-in of K-8 curriculum and restorative justice practices.
Intended Outcome	To decrease discipline referrals by 10% as measured by district data reports and FOCUS by end of school 2018-2019
Point Person	Clint Whitfield (whitfcj@bay.k12.fl.us)

Action Step

Description	1. Provide PD during pre-service on School-Wide Behavior Expectations, accessing Core Essentials and use of PBIS tracking form. 2. Implementation of Core Essentials K-8 (daily in elementary and weekly in middle school) 3. Increase PBIS activities, celebrations, and monthly events to include attendance.
Person Responsible	Darnita Rivers (riverda@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	1. Perform classroom walk-throughs specifically for purpose of monitoring behavior expectations and implementation of core essentials. 2. Review PBIS tracking forms and FOCUS discipline data monthly in PBIS and MTSS behavior meetings. 3. Review district data reports quarterly. 4. School Calendar with scheduled monthly events
Person Responsible	Darnita Rivers (riverda@bay.k12.fl.us)

Activity #2	
Title	Academic
Rationale	To increase student achievement through standards-based instruction that meets the intent and rigor of the standard(s) being taught.
Intended Outcome	An increase in student achievement as measured by MAP (K-2) and FSA (3-8), with an emphasis on making learning gains within our lowest 25%.
Point Person	Clint Whitfield (whitfcj@bay.k12.fl.us)
Action Step	
Description	1. All teachers (including Special Area, SLPs, guidance counselors, and Intervention teacher) will participate in grade level and/or content area PLCs to plan and prepare for standards-based instruction. 2. Students will be provided remediation/enrichment through STING time (30 minutes each day) based on the most recent data discussed in PLC meetings. 3. Teachers will create a plan addressing how they will focus on their lowest 25%, which will allow administration to provide supports and resources to help teachers impact student achievement. 4. All stakeholders will participate in monthly data chats to monitor student progress through the MTSS process.
Person Responsible	Clint Whitfield (whitfcj@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	1. Thursdays have been designated as PLC days, which will allow administration to participate in and monitor PLC meetings in order to better assist teachers in a collaborative effort to impact student achievement. 2. Classroom walk throughs will be performed consistently in which actionable feedback will be provided to teachers with a follow up walk through to monitor effective implementation of best practices and strategies. 3. Teachers will be provided with a list of their lowest 25% in which they will create a plan to help these students with the support of administration, guidance counselors, ESE teachers, our Intervention Teacher, and other stakeholders. 4. A universal spreadsheet will be updated during data chats to provide interventions and support to struggling students going through the MTSS process.
Person Responsible	Clint Whitfield (whitfcj@bay.k12.fl.us)

Part IV: Title I Requirements

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

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

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 social media, websites, IRIS alerts, emails, bulletins, welcome marquee. Parents are encouraged to become active members of the Parent Portal student account. This is an up-to-date account of student attendance, grades, behavior, etc.

We plan to increase our parental involvement volunteer hours by:
- Volunteer coaching
- Hosting academic nights (Science night, Art Night, FSA Night)
- 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.

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.

PFEP Link

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

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

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.

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 guidance counselors also provide social skills training, anger management, check in and check outs, 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. Our school is also participating in Anchored4Life this year. The program combines training for leadership within the classrooms, with

students selected by their teachers for their communication abilities and demonstrated leadership to help incoming students adapt to their new environment.

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.

We will also host a "Transition Night" this year in which parents and students moving on to the next grade will have an opportunity to meet with their new grade level teachers to find out information related to curriculum, assessments, and other valuable content.

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, 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.

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.

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.

We also have Beta Club for 4-8 grade students, which promotes community service and leadership within the school and community.

Part V: Budget

Total:	$0.00