

Bay District Schools

Breakfast Point Academy



2019-20 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/>

Demographics

Principal: Clint Whitfield

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (61%) 2016-17: A (63%) 2015-16: A (62%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	A

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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	Job Duties and Responsibilities
Whitfield, Clint	Principal	
Christopher, Rebecca	Assistant Principal	
Bailey, Janet	School Counselor	
Jones, Robin	School Counselor	
Shumate, Jennifer	Teacher, K-12	
Ficke, Amy	Teacher, K-12	
Joyner, Amy	Teacher, K-12	
Kirk, Elise	Teacher, K-12	
Cottrell, Ryan	Assistant Principal	
Monduy, Elena	Teacher, K-12	
Emery, Kendall	Teacher, K-12	
Hobbs, Amy	Teacher, K-12	
Rega, Kimberly	Teacher, K-12	
Youngblood, Alex	Teacher, K-12	
Rivers, Darnita	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Tuesday 9/10/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	73%	61%	58%	67%	57%
ELA Learning Gains	62%	64%	59%	63%	61%	57%
ELA Lowest 25th Percentile	49%	58%	54%	48%	56%	51%
Math Achievement	67%	70%	62%	66%	68%	58%
Math Learning Gains	57%	57%	59%	67%	59%	56%
Math Lowest 25th Percentile	55%	56%	52%	57%	58%	50%
Science Achievement	62%	65%	56%	54%	67%	53%
Social Studies Achievement	83%	86%	78%	89%	79%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (14)	0 (13)	0 (13)	0 (16)	0 (18)	0 (19)	0 (11)	0 (14)	0 (23)	0 (141)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (2)	0 (6)	0 (5)	0 (3)	0 (17)
Course failure in ELA or Math	0 (0)	0 (3)	0 (1)	0 (2)	0 (4)	0 (1)	0 (0)	0 (2)	0 (0)	0 (13)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (6)	0 (28)	0 (40)	0 (49)	0 (29)	0 (27)	0 (179)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	61%	-4%	58%	-1%
	2018	51%	57%	-6%	57%	-6%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	60%	58%	2%	58%	2%
	2018	54%	51%	3%	56%	-2%
Same Grade Comparison		6%				
Cohort Comparison		9%				
05	2019	48%	56%	-8%	56%	-8%
	2018	35%	50%	-15%	55%	-20%
Same Grade Comparison		13%				
Cohort Comparison		-6%				
06	2019	54%	56%	-2%	54%	0%
	2018	56%	51%	5%	52%	4%
Same Grade Comparison		-2%				
Cohort Comparison		19%				
07	2019	59%	54%	5%	52%	7%
	2018	61%	51%	10%	51%	10%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
08	2019	65%	59%	6%	56%	9%
	2018	65%	58%	7%	58%	7%
Same Grade Comparison		0%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	62%	11%	62%	11%
	2018	62%	63%	-1%	62%	0%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	60%	59%	1%	64%	-4%
	2018	57%	59%	-2%	62%	-5%
Same Grade Comparison		3%				
Cohort Comparison		-2%				
05	2019	46%	54%	-8%	60%	-14%
	2018	54%	57%	-3%	61%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-8%				
Cohort Comparison		-11%				
06	2019	53%	53%	0%	55%	-2%
	2018	75%	52%	23%	52%	23%
Same Grade Comparison		-22%				
Cohort Comparison		-1%				
07	2019	69%	59%	10%	54%	15%
	2018	60%	59%	1%	54%	6%
Same Grade Comparison		9%				
Cohort Comparison		-6%				
08	2019	63%	48%	15%	46%	17%
	2018	71%	48%	23%	45%	26%
Same Grade Comparison		-8%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	52%	54%	-2%	53%	-1%
	2018	57%	54%	3%	55%	2%
Same Grade Comparison		-5%				
Cohort Comparison						
08	2019	66%	51%	15%	48%	18%
	2018	63%	49%	14%	50%	13%
Same Grade Comparison		3%				
Cohort Comparison		9%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	74%	6%	71%	9%
2018	83%	76%	7%	71%	12%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	64%	30%	61%	33%
2018	92%	64%	28%	62%	30%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	57%	43%
2018	0%	62%	-62%	56%	-56%
Compare		100%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	49	42	39	53	53	29	46			
ELL	39	72	67	68	74	63					
ASN	61	69		83	85						
BLK	47	46	50	38	46	46	50				
HSP	49	57	52	62	52	44	47	81			
MUL	65	71		67	64		71	80			
WHT	61	63	49	68	57	61	64	86	77		
FRL	53	60	46	58	54	49	53	79	64		
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		
2017 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 2015-16	C & C Accel 2015-16
SWD	21	44	43	35	44	37	7	65			

2017 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 2015-16	C & C Accel 2015-16
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	630
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When reviewing the data, our lowest 25% and SWD showed the lowest performance. Although we saw growth in both ELA and Math within our lowest 25%, it is still an area in which we need to focus. Often we see that our SWD fall within the range of our lowest 25%, so we want to make that a priority this year.

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

We did not see any significant declines from the previous year, but we do know that our current 7th grade cohort may need some extra focus. Although not part of our numbers, we had an increase of students after the hurricane that do show an academic need based on current and previous performance on FSA and in the classroom.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We noticed that our ELA lowest 25% was at 49% while the state average was 55% percent. We are hopeful that our new aligned curriculum will help close this gap. We are hopeful that a vetted curriculum that has alignment to the standards, with additional district supports, will help us close this gap.

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

We witnessed significant jumps in all areas of ELA and Math, and we attribute this to more of a focus on student needs and grade level PLCs. This previous year, we began to focus more on the needs of the students, and planning and preparing with them in mind.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We are going to ensure that our focus is on overall student growth and achievement with a specific emphasis on our lowest 25% and our SWD. We have a wide range of SWD since we are an autism center school, and we want to ensure we are meeting the academic needs of all students.

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

1. Implementing our new EL curriculum with fidelity.
2. Allocating resources to assist ALL students, but especially those with lower academic gains.
3. Utilizing a consistent development cycle with teachers and providing needs-based professional development.
4. Utilizing PBIS strategies to ensure students are missing the least amount of instructional time for behaviors.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title Behavior

Rationale

State the measurable outcome the school plans to achieve

As a school, we want to decrease office discipline referrals by at least 10% as measured by district data reports and FOCUS data.

Person responsible for monitoring outcome

Clint Whitfield (whitfcj@bay.k12.fl.us)

Evidence-based Strategy

We will continue to implement our PBIS schoolwide expectations and strategies in conjunction with restorative practices. We will also provide ongoing support to teachers and staff that assist in creating consistent responses to behavior as well as incentives that are appropriately aligned to PBIS expectations. We will also used CORE ESSENTIALS as our baseline character ed program.

Rationale for Evidence-based Strategy

PBIS is a research-based program that, if implemented with fidelity, can help improve the school culture and cut down on office discipline referrals. We will also use restorative practices to foster relationships with students and parents in order to provide a multi-tiered approach to responding to student behavior. This is a continuation of last year's strategy as we saw a drastic dip in office referrals from the previous year to this year (934 total in 2017-2018 to 570 in 2018-2019).

Action Step

Description

1. Provide previous year's data to all teachers a pre-school inservice and cover expectations for upcoming year with returning and new teachers.
2. Create and follow common and consistent schoolwide expectations for PBIS and monitor the implementation through walkthroughs.
3. Utilize a PBIS tracking form to allow teachers to manage behaviors within the classroom as well as provide administration with insight to possible behavioral concerns (proactive versus reactive)
4. The PBIS team will meet monthly to discuss behavior data, concerns, and trends as well as discuss the incentive process to create schoolwide buy in.
5. Incoportate CORE ESSENTIALS into daily announcements as well as a 15 minute character ed block for Elementary and one day a week for Middle School during STING time.

Person Responsible

Clint Whitfield (whitfcj@bay.k12.fl.us)

#2	
Title	Academic
Rationale	<p>To increase student achievement through standards-based instruction that meets the intent and rigor of the standard(s) being taught.</p> <p>To increase student achievement as measured by MAP (K-2) and FSA (3-8) with an emphasis on making learning gains within our lowest 35% and ESE students.</p>
State the measurable outcome the school plans to achieve	<p>We hope to increase our ELA and Math Lowest 25% by at least 5% as measured by FSA and MAP (FSA increase was 10% for ELA and 8% for Math this previous year, but these numbers still represented the lowest performing subgroup within all of them). We also hope to see a 5% increase in our SWD as measure by FSA and MAP. These students could fall within subgroups, so it allows us more focus on achievement.</p> <p>Although our data only shows the lowest 25%, we will target the extra 10 percent through PLCs, data chats, and progress monitoring.</p>
Person responsible for monitoring outcome	Clint Whitfield (whitfcj@bay.k12.fl.us)
Evidence-based Strategy	We will continue the use of our PLCs on grade levels and across content areas. We will utilize Eureka Math and EL for ELA to ensure our instruction and materials are being taught and provided with the intent and rigor of the standard(s) being addressed. We will continue progress monitoring students through the PLC process as well as through monthly data chats with teachers, staff, and intervention teachers. We will also share this data with paraprofessionals who are providing direct instruction to students.
Rationale for Evidence-based Strategy	We believe that the PLC process is multi-faceted as it focuses on instruction, planning, and student achievement. We will continue to implement Eureka and EL, both of which are proven to be aligned to the Florida Standards. We will monitor student progress and needs through being present at PLCs as well as discussing students of concern at our monthly data chats.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teachers with a list of lowest 25% for FSA grade levels and k-2 will analyze their MAP data to pinpoint their lowest 25%. We will determine the extra 10% through monitoring student data, both current and previous. 2. Teachers will meet at least once a week in a formal PLC to plan, prepare, and discuss student needs. Administrators will be present at least once a month or as needed. 3. Utilize our Literacy Coach to assist with the implementation of the EL curriculum. 4. Hold monthly data chats with teachers, administration, intervention teacher, and MTSS staff training specialist. 5. Engage in development cycles with all teachers in which administration performs walkthroughs with actionable feedback no less that once a 9 weeks (development cycle is a 4-6 week process)
Person Responsible	Clint Whitfield (whitfcj@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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. 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 also participates in Anchored4Life. 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.

After the hurricane in October, 2019, our district has initiated a more comprehensive mental health program that we utilize as an opportunity to assist our students in need. We have, and will continue to do so, submitted Community of Care referrals for students in need of mental health assistance.

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

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

1	III.A.	Areas of Focus: Behavior	\$0.00
2	III.A.	Areas of Focus: Academic	\$0.00
Total:			\$0.00