# Pineapple Cove Classical Academy At West Melbourne

**2020-21 Schoolwide Improvement Plan**

# Table of Contents

# Pineapple Cove Classical Academy At West Melbourne

## 3455 NORFOLK PKWY, West Melbourne, FL 32904

## www.pineapplecoveclassicalacademywm.com

## Demographics

**Principal: Erica Lucarotti**                    Start Date for this Principal: 5/8/2018

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>KG-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2019-20 Title I School** | No |
| **2019-20 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 32% |
| **2019-20 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (60%)<br><br>2017-18: No Grade<br><br>2016-17: No Grade<br><br>2015-16: No Grade |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | LaShawn Russ-Porterfield |
| **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

N/A

## 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.

# Table of Contents

## Pineapple Cove Classical Academy At West Melbourne

### 3455 NORFOLK PKWY, West Melbourne, FL 32904

### www.pineapplecoveclassicalacademywm.com

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2019-20 Title I School** | **2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Combination School KG-8 | No | 19% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | Yes | 29% |

## School Grades History

| Year | 2019-20 | 2018-19 |
|---|---|---|
| Grade | B | B |

## School Board Approval

N/A

## 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.

The mission of Pineapple Cove Classical Academy at West Melbourne is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens. Instituted August 2018

### Provide the school's vision statement.

Pineapple Cove Classical Academy at West Melbourne is affiliated with Hillsdale College's Barney Charter School initiative. We will offer a unique option for families providing students with a K-7 option for classical education on one campus. Students will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Students will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention students require in order to meet the high expectations of a Classical education. The strong leadership of our Board, Administration, and Teachers will provide an excellent example of character for our students. Revised August 2020

## School Leadership Team

### Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Cook, Ashley | Principal | The School Leadership Team is responsible for the overall guidance and leadership of the school. The team oversees the implementation of curriculum, school-wide discipline, and community relations. The leadership team supports teachers and staff, analyzes data to determine how to support student needs, and serves on the school Attendance Committee.<br><br>In addition to the duties listed above, the principal is also responsible for the hiring and evaluation of teachers and staff. The principal is responsible for ensuring the safety and security of the school, including the Threat Assessment Team. The principal is also responsible for overseeing the maintenance and upkeep of the grounds and facilities, reporting to and communicating with the school's governing board of directors and Hillsdale College, and maintaining compliance with district and authorizer compliance. The principal evaluates the professional development needs of school and implements necessary training. |
| Koblitz, Paris | Assistant Principal | In addition to the job duties listed above, the Assistant Principal is the testing coordinator for all grade levels within the school. She also serves as the organizer of all extracurricular activities, including clubs and tutoring. She provides support to the principal for teacher evaluations. The Assistant Principal is responsible for the creation and implementation of the school-wide and student schedules. |
| Forsythe, Denise | Other | In addition to the responsibilities of the School Leadership Team, Mrs. Forsythe, the Student Services Coordinator, serves as the ESOL Contact and as an interventionist. She is also the mentor for all new teachers and coaches new teachers on the policies and procedures of our school. This includes day-to-day operations as well as instructional practices. |
| Gunter, Kelly | Other | Mrs. Gunter serves as the Director of Schools. In addition to the responsibilities of the School Leadership Team, Mrs. Gunter manages the school budget, advises on school finances, and guides teachers and ensures compliance with teacher certification. She is responsible for the management of Charter Tools to ensure compliance with Office of EIC. |

## Demographic Information

**Principal start date**
Tuesday 5/8/2018, Erica Lucarotti

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

**Total number of teacher positions allocated to the school**
45

**Demographic Data**

| | |
|---|---|
| **2020-21 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>KG-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2019-20 Title I School** | No |
| **2019-20 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 32% |
| **2019-20 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (60%)<br><br>2017-18: No Grade<br><br>2016-17: No Grade<br><br>2015-16: No Grade |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | [LaShawn Russ-Porterfield](#) |
| **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](#). | |

## 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 | 68 | 71 | 85 | 87 | 81 | 82 | 57 | 59 | 59 | 0 | 0 | 0 | 0 | 649 |
| Attendance below 90 percent | 0 | 20 | 34 | 30 | 26 | 32 | 17 | 31 | 0 | 0 | 0 | 0 | 0 | 190 |
| One or more suspensions | 0 | 3 | 0 | 0 | 1 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 8 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 4 | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 11 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 2 | 6 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 16 |

**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 | 1 | 1 | 0 | 3 | 6 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 18 |

**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 | 6 | 2 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |

**Date this data was collected or last updated**

Monday 9/14/2020

## 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 | |
| Number of students enrolled | 72 | 87 | 91 | 73 | 85 | 64 | 65 | 60 | 0 | 0 | 0 | 0 | 0 | 597 |
| Attendance below 90 percent | 1 | 4 | 2 | 2 | 1 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 15 |
| One or more suspensions | 0 | 5 | 3 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 14 |
| Course failure in ELA or Math | 4 | 7 | 1 | 4 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 7 | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 18 |

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

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

**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 | 4 | 6 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |

**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 | |
| Number of students enrolled | 72 | 87 | 91 | 73 | 85 | 64 | 65 | 60 | 0 | 0 | 0 | 0 | 0 | 597 |
| Attendance below 90 percent | 1 | 4 | 2 | 2 | 1 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 15 |
| One or more suspensions | 0 | 5 | 3 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 14 |
| Course failure in ELA or Math | 4 | 7 | 1 | 4 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 7 | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 18 |

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

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

**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 | 4 | 6 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |

## 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 | 73% | 65% | 61% | 0% | 67% | 57% |
| ELA Learning Gains | 63% | 58% | 59% | 0% | 60% | 57% |
| ELA Lowest 25th Percentile | 61% | 54% | 54% | 0% | 53% | 51% |
| Math Achievement | 59% | 67% | 62% | 0% | 63% | 58% |
| Math Learning Gains | 47% | 62% | 59% | 0% | 60% | 56% |
| Math Lowest 25th Percentile | 52% | 59% | 52% | 0% | 55% | 50% |
| Science Achievement | 68% | 62% | 56% | 0% | 62% | 53% |
| Social Studies Achievement | 0% | 80% | 78% | 0% | 82% | 75% |

| Indicator | Grade Level (prior year reported) | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | |
| | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

**EWS Indicators as Input Earlier in the Survey**

**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 | 2019 | 76% | 64% | 12% | 58% | 18% |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 63% | 61% | 2% | 58% | 5% |
| | 2018 | | | | | |
| Cohort Comparison | | 63% | | | | |
| 05 | 2019 | 81% | 60% | 21% | 56% | 25% |
| | 2018 | | | | | |
| Cohort Comparison | | 81% | | | | |
| 06 | 2019 | 71% | 60% | 11% | 54% | 17% |
| | 2018 | | | | | |
| Cohort Comparison | | 71% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

**MATH**

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|---|---|---|---|---|---|---|
| 03 | 2019 | 50% | 61% | -11% | 62% | -12% |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 56% | 64% | -8% | 64% | -8% |
| | 2018 | | | | | |
| Cohort Comparison | | 56% | | | | |
| 05 | 2019 | 69% | 60% | 9% | 60% | 9% |
| | 2018 | | | | | |
| Cohort Comparison | | 69% | | | | |
| 06 | 2019 | 67% | 67% | 0% | 55% | 12% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| | 2018 | | | | | |
| Cohort Comparison | | 67% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2019 | 66% | 56% | 10% | 53% | 13% |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| 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 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

## 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 | 57 | | | 43 | | | | | | | |
| BLK | 78 | 80 | | 47 | 40 | | | | | | |
| HSP | 59 | 52 | | 55 | 33 | | | | | | |
| MUL | 82 | | | 50 | | | | | | | |
| WHT | 74 | 62 | 69 | 61 | 50 | 50 | 68 | | | | |
| FRL | 58 | 57 | 64 | 45 | 20 | 33 | | | | | |
| **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 |
| **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 |

## 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 | 60 |
| 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 | |
| Total Points Earned for the Federal Index | 423 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 50 |

| Students With Disabilities | |
|---|---|
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 61 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 50 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 66 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | 62 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 46 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## 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.**

Overall, our Math Learning Gains showed the lowest performance. Specifically, third grade math had the lowest performance when compared to the district and state. As a brand new school, we accepted students from a variety of public, private, and home school settings. Students came to us with a varying degree of math exposure. In addition, for the majority of our teachers, the 2018-2019 school year was the first year they taught math using the Singapore curriculum. As such, many teachers had not mastered the curriculum and were learning how to best implement the math curriculum and align it with Florida State Standards during our first year. In addition, students are not retained based on math scores. As a result, students who are strong in ELA but weak
in mathematics may be promoted and could be one or two grade levels behind in math.

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

The school opened in 2018-2019, therefore we do not have data from the prior year.

**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.**

Third grade math had the greatest gap when compared to the state average. The third grade math scores were 12% below the state. As a second year school, we do not yet have any trends to analyze. However, the factors that contributed to this gap are similar to the factors contributing to the lowest performance.

Although this data is not included in our Needs Assessment section, all of our first through eighth grade students took the MAP assessment during the first month of the 2020-2021 school year. The results showed that 15% of our students in grades 1-8 scored in the low or low average category on the assessment. Our third grade students had the highest percentage of scholars performing in the low or low average range with a total of 25% of third graders falling into this category. This data supports our highest priority of addressing mathematics achievement for our scholars.

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

The school opened in 2018-2019, therefore we do not have data from the prior year

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The Early Warning Systems data indicate there are 32 students who have scored a level 1 on FSA ELA and/or mathematics. This data is concerning as it represents 12% of our students in grades 4th-7th.

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

1. Mathematics Achievement
2. Ensuring achievement and engagement for virtual students
3. Implementation of a full middle school schedule and curriculum
4.
5.

# Part III: Planning for Improvement

**Areas of Focus:**

| | |
|---|---|
| **#1. Instructional Practice specifically relating to Math** | |
| **Area of Focus Description and Rationale:** | Third grade math had the greatest gap when compared to the state average. The third grade math scores were 12% below the state. Our teachers are also seeing a strong need for additional math intervention due to school closures in the spring. This feedback is based on teacher observation and beginning of the year MAP testing. Our MAP testing data showed 15% of our students in grades first through eighth grade scored in the low or low average category. Our third grade MAP scores showed the greatest deficit, with 25% of students scoring in the low or low average category. |
| **Measurable Outcome:** | By May of 2020, scholars in each grade level will meet or exceed state and district averages on FSA |
| **Person responsible for monitoring outcome:** | Ashley Cook (cooka@pineapplecoveclassicalacademy.com) |
| **Evidence-based Strategy:** | This year we will be looking to improve mathematical problem solving. Our teachers and scholars will review the necessary steps for problem solving, including math manipulative use, bar modeling, and an increased focus on numerical fluency. |
| **Rationale for Evidence-based Strategy:** | The Florida Standards for mathematics require students to not only know facts, but to be able to explain and demonstrate knowledge of mathematical practices. The repeated practice of problem-solving will require students to practice both of these simultaneously. |

**Action Steps to Implement**

Math Interventionist: A Math Interventionist was hired to specifically support struggling students across grade levels. This instructional interventionist will help to support classroom instruction as well as Tier 2 and Tier 3 groups as needed.

| **Person Responsible** | Ashley Cook (cooka@pineapplecoveclassicalacademy.com) |
|---|---|

MAP Testing: The school has purchased and implemented the use of the MAP, Measure of Academic Progress, assessment. Data from this assessment will help guide teachers and our interventionist in providing targeted instruction and support for those needing remediation.

| **Person Responsible** | Ashley Cook (cooka@pineapplecoveclassicalacademy.com) |
|---|---|

| #2. Instructional Practice specifically relating to Student Engagement | |
|---|---|
| **Area of Focus Description and Rationale:** | Our data shows that significant academic improvements are needed, however, the 202-2021 school year poses many considerations in regards to student engagement. |
| **Measurable Outcome:** | By May of 2021, 90% of virtual learners will regularly attend, submit assignments, engage in class discussions, and maintain a grade of C or higher in each of their academic classes. |
| **Person responsible for monitoring outcome:** | Ashley Cook (cooka@pineapplecoveclassicalacademy.com) |
| **Evidence-based Strategy:** | Using Student Achievement Data To Support Instructional Decision Making |
| **Rationale for Evidence-based Strategy:** | The data shows that our 3rd-6th grade teachers, scholars, and families do not have experience using Google Classroom, Google Meet, or other online platforms for instruction and learning. Our scholars in grades 6-7 for the 2019-2020 school year used Google Classroom in the spring, but they did not engage with live instruction. This platform will require scholars and families to be fluent in the program, including the submission of assignments, engagement in the classroom with the chat feature, microphones, cameras, and tracking grades. |

### Action Steps to Implement

Teachers were provided extensive training for Google Classroom use during preplanning. Initial training took place in a virtual setting and small group follow ups were available for anyone interested. In addition, training documents and videos were created for teachers, scholars, and parents. These resources are posted in Google Classroom and on our school website.

| **Person Responsible** | Ashley Cook (cooka@pineapplecoveclassicalacademy.com) |
|---|---|

Teachers were provided demonstrations of technology use and set up in classrooms. Webcams and additional monitors were purchased.

| **Person Responsible** | Ashley Cook (cooka@pineapplecoveclassicalacademy.com) |
|---|---|

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**As our school has grown to K-8, the leadership team will address the transition to a full middle school, as well as specifically evaluating the scheduling and personnel demands, to ensure we prepare students to launch into high school. Our team will work together to implement the guidance from Hillsdale college while also meeting state expectations for middle school students.**

## Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A positive school environment is essential for the success of all. As a school, we believe that all stakeholders- teachers, scholars, and families must feel confident and proud to be affiliated with our school. When teachers and other staff members feel respected and appreciated, they are eager to come to school and put forth their best effort in creating a learning environment that is welcoming, risk free, and challenging. When scholars feel respected and cared for, they are eager to please their teachers and work toward meeting personal goals of achievement. When families feel safe and comfortable bringing their children to our school, they help our mission and teaching staff through communication and home support. In addition to our everyday stakeholders, we appreciate the input and support of our community. Our Governing Board meets quarterly to discuss pertinent school issues and budgetary topics. The Board consists of parents that are mission-focused and appreciate the goals of classical education. In addition, we are quite supported by the efforts of our local police department. This department visits our school regularly to conduct critical incident drills and function as our contact in the event of certain discipline issues in conjunction with our School Security Officer. These officers work as mentors to our scholars and support our efforts to fortify school safety. While this year may look a little different, our PTO works tirelessly to uplift our staff and provide support wherever needed. Our parents regularly volunteer in our car loop, classrooms, cafeteria, and at school events. Their organization and planning of school events such as our Book Fair, family events, and fundraisers helps bring our families together in a fun and casual way. Relationships formed between families and scholars at these events are integral to our community. Our teachers and staff sincerely appreciate the love and assistance provided by our parent volunteers.

### Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Math | | | | $50,000.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | 100-Salaries | 6554 - Pineapple Cove Classical Academy W Melbourne | General Fund | | $42,000.00 |
| | | | Notes: Salary for math interventionist | | | |

| | | 519-Technology-Related Supplies | 6554 - Pineapple Cove Classical Academy W Melbourne | | | $8,000.00 |
|---|---|---|---|---|---|---|
| | | | Notes: The school purchased the rights to the MAP assessment to progress monitor all scholars. | | | |
| **2** | **III.A.** | **Areas of Focus: Instructional Practice: Student Engagement** | | | | **$2,650.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | 519-Technology-Related Supplies | 6554 - Pineapple Cove Classical Academy W Melbourne | General Fund | | $1,650.00 |
| | | | Notes: WebCams were purchased for all teachers who are teaching virtual classes. | | | |
| 2 | | 519-Technology-Related Supplies | 6554 - Pineapple Cove Classical Academy W Melbourne | General Fund | | $1,000.00 |
| | | | Notes: Additional monitors were purchased for virtual teachers to support their ability to monitor and instruct virtual students. | | | |
| | | | | | **Total:** | **$52,650.00** |