

Brevard Public Schools

# Pineapple Cove Classical Academy



2021-22 Schoolwide Improvement Plan

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# Pineapple Cove Classical Academy

6162 MINTON RD NW, Palm Bay, FL 32907

<http://www.pineapplecoveclassicalacademy.com>

## Demographics

**Principal: Lisa Wheeler**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	25%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (63%) 2017-18: A (66%) 2016-17: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 Brevard 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](http://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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## Pineapple Cove Classical Academy

6162 MINTON RD NW, Palm Bay, FL 32907

<http://www.pineapplecoveclassicalacademy.com>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	11%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	34%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

### School Board Approval

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### SIP Authority

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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 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.

Last revision date 8/2015

#### **Provide the school's vision statement.**

Pineapple Cove Classical Academy is affiliated with Hillsdale College's Barney Charter School initiative. We will offer a unique option for families providing students with a K-12 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.

Last revision date 9/12/21 (grade level)

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Wheeler, Lisa	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 student needs, and serves on the school attendance committee.
		In addition to the duties listed above, the principal is also responsible for the hiring and evaluation of teachers and staff, ensuring school safety and security, including the Threat Assessment Team, the maintenance and upkeep of the school grounds and facilities, reporting and communicating with the school's governing board and Hillsdale College, maintaining compliance with district and authorizer requirements, evaluating professional development needs for the school, and implementing necessary training.
Kraus, Miranda	Assistant Principal	In addition to the job duties listed above, Mrs. Kraus is the testing coordinator for grades K-6. In addition, she supports teacher and staff evaluations, serves as a contact/organizer of our extracurricular activities, and designs school-wide and student schedules.
Ottinger, John	Assistant Principal	In addition to the job duties listed above, Mr. Ottinger is the testing coordinator for grades 7-11. In addition, he assists with teacher and staff evaluations, serves as a contact/organizer of our extracurricular activities, and designs school-wide and student schedules.
Ramirez, Manuel	Assistant Principal	In addition to the job duties listed above, Mr. Ramirez supports teacher evaluations and is the discipline contact for grades 7-11. He works closely with our guidance department and mentors scholars.
Johns, Michelle	Other	In addition to the responsibilities of the School Leadership Team, Mrs. Johns serves as our ESOL contact and interventionist for struggling students, if needed. She also coaches new teachers in the policies and procedures of our school. This includes day to day operations, as well as instructional practices.
Melian, Michelle	Other	In addition to the responsibilities of the School Leadership Team, Mrs. Melian also coaches new teachers in the policies and procedures of our school. This includes day to day operations, as well as instructional practices.
Gunter, Kelly	Other	Mrs. Gunter is our Director of Schools. In addition to duties listed above, Mrs. Gunter manages the school budget, advises on financial matters, guides teachers and ensures compliance with certification, and manages Charter Tools to ensure compliance with Office of Leading and Learning.

## Demographic Information



**Principal start date**

Sunday 7/1/2018, Lisa Wheeler

**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.*

2

**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.*

11

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

75

**Total number of students enrolled at the school**

1,047

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

10

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

14

**Demographic Data****Early Warning Systems****2021-22**

**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	70	71	72	74	87	88	107	104	101	107	65	39	30	1015	
Attendance below 90 percent	1	5	3	1	10	2	5	2	1	7	3	1	3	44	
One or more suspensions	0	4	2	2	1	4	3	11	1	11	4	2	1	46	
Course failure in ELA	2	2	2	1	3	3	3	2	3	7	0	2	1	31	
Course failure in Math	0	0	0	1	4	10	3	4	8	13	0	2	1	46	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	2	2	2	2	0	0	0	0	0	0	0	0	0	8	
Level 1 on 2021 FSA ELA assessment	0	0	0	0	10	5	6	5	8	8	5	3	3	53	
Level 1 on 2021 FSA Math assessment	0	0	0	0	11	11	7	3	10	12	4	2	2	62	

**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	1	2	8	9	9	3	6	13	1	3	2	58

**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	2	2	2	2	4	2	2	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Monday 9/13/2021

**2020-21 - 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	73	70	71	87	88	106	100	105	79	42	34	0	927
Attendance below 90 percent	3	11	5	7	4	5	11	13	10	10	5	2	0	86
One or more suspensions	1	2	1	0	1	2	7	3	10	3	1	2	0	33
Course failure in ELA	5	5	1	1	1	0	1	1	2	3	2	0	0	22
Course failure in Math	5	5	1	1	1	0	1	1	3	2	0	1	0	21
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	4	6	8	10	0	6	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	6	5	6	18	5	1	3	0	47

**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	4	1	1	0	2	3	2	4	13	6	1	2	0	39

**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	5	1	1	1	0	1	1	1	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - 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	73	70	71	87	88	106	100	105	79	42	34	0	927	
Attendance below 90 percent	3	11	5	7	4	5	11	13	10	10	5	2	0	86	
One or more suspensions	1	2	1	0	1	2	7	3	10	3	1	2	0	33	
Course failure in ELA	5	5	1	1	1	0	1	1	2	3	2	0	0	22	
Course failure in Math	5	5	1	1	1	0	1	1	3	2	0	1	0	21	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	4	6	8	10	0	6	0	36	
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	6	5	6	18	5	1	3	0	47	

#### 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	4	1	1	0	2	3	2	4	13	6	1	2	0	39

#### 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	5	1	1	1	0	1	1	1	0	0	0	0	16	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	65%	61%	73%	68%	60%
ELA Learning Gains				54%	58%	59%	59%	59%	57%
ELA Lowest 25th Percentile				44%	54%	54%	52%	54%	52%
Math Achievement				77%	67%	62%	71%	67%	61%
Math Learning Gains				69%	62%	59%	73%	61%	58%
Math Lowest 25th Percentile				64%	59%	52%	70%	56%	52%
Science Achievement				68%	62%	56%	64%	63%	57%
Social Studies Achievement				82%	80%	78%	85%	81%	77%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	80%	64%	16%	58%	22%
Cohort Comparison						
04	2021					
	2019	68%	61%	7%	58%	10%
Cohort Comparison		-80%				
05	2021					
	2019	78%	60%	18%	56%	22%
Cohort Comparison		-68%				
06	2021					
	2019	53%	60%	-7%	54%	-1%
Cohort Comparison		-78%				
07	2021					
	2019	65%	58%	7%	52%	13%
Cohort Comparison		-53%				
08	2021					
	2019	60%	63%	-3%	56%	4%
Cohort Comparison		-65%				
09	2021					
	2019	62%	62%	0%	55%	7%
Cohort Comparison		-60%				
10	2021					
	2019					
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	61%	7%	62%	6%
Cohort Comparison						
04	2021					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-68%				
05	2021					
	2019	97%	60%	37%	60%	37%
Cohort Comparison		-67%				
06	2021					
	2019	67%	67%	0%	55%	12%
Cohort Comparison		-97%				
07	2021					
	2019	90%	62%	28%	54%	36%
Cohort Comparison		-67%				
08	2021					
	2019	74%	43%	31%	46%	28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	68%	56%	12%	53%	15%
Cohort Comparison						
08	2021					
	2019	62%	53%	9%	48%	14%
Cohort Comparison		-68%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	66%	11%	67%	10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	74%	6%	71%	9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	61%	22%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Reading- Running Records (1-2), FAIR (3-11)

Math- MAP

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	86	82	94
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	83	81	75
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	87	81	86
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	89	81	75
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	56	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	91	93
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	44	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74	67	84
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	58	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	86	78
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	47	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	79	72	84
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0



Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	50	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71	68	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	46	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	76	69	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	79	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	74	87	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	85	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82	75	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76	75	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	44	56	42	39	56	50	38	47			
ELL	44	56	50	38	56	67	33				
BLK	63	42		57	58		20	91			
HSP	68	65	48	69	61	59	55	78	69		
MUL	76	71		81	48						

2021 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 2019-20	C & C Accel 2019-20
WHT	76	66	54	75	65	63	73	82	50		
FRL	65	64	50	65	64	62	68				
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	28	50	45	47	46	33	30				
ELL	43	44	30	57	67						
BLK	64	42		89	88		69				
HSP	61	50	37	67	61	67	71				
MUL	81	48		78	70						
WHT	69	56	45	78	70	63	66	82	35		
FRL	61	46	32	68	67	64	67		43		
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	38	46	53	44	50	50	33				
BLK	85	63		64	72						
HSP	67	57	43	68	76	75	59	92			
MUL	79	54		74	42						
WHT	73	58	51	71	74	71	66	81	45		
FRL	72	60	60	63	68	80	60	88			

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
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	68
Total Points Earned for the Federal Index	652
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47

Students With Disabilities	
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	52
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
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	63
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	69
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	67
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Overall, we were very happy with our scholars' performance on 2021 state assessments. In every subject for every grade level, our scholars exceeded district and state proficiency scores. While there were slight decreases in performance when comparing cohort growth from year to year, we are pleased with the performance despite the many challenges of the last school year. In elementary math, all grade levels met their MAP growth projection with the exception of our second grade.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In reviewing 2020-2021 FSA data, we have the most work to do with our current 9th graders. In 8th grade, only 42% of this group scored a level 3 or higher on the FSA (90% of this group scored a level 3 or higher as 7th graders). These scholars are moving into Algebra and will need additional support and monitoring.

This group of scholars also had lower science scores than the group the year before, which could be a resulting factor of lower math abilities.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

When we look at this deficiency, we noticed that this population included scholars that did not take Algebra 1 as an 8th grader. These scholars struggle with math- likely due to interruptions due to COVID- school shutdown and multiple quarantines in subsequent years have contributed to gaps in learning and mastery.

To improve the performance of this group, we will closely monitor progress, provide additional assistance in the classroom, and also provide tutoring support.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In reviewing 2020-2021 FSA data, we made the following improvements:  
Elementary

- 3rd grade math improved by 9%
- 4th grade ELA improved by 8%
- 6th grade ELA improved by 24% and math improved by 5%
- Jr/Sr
- 7th and 8th grade ELA improved by 4%
- 9th grade ELA improved by 13%
- Our Biology scores improved by 4%

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

We were quite pleased with these results, even though our teachers were presented with many challenges last school year. Last year, we worked to make sure that hybrid instruction was as effective as possible. Our teachers worked hard to ensure continuity for those at home and at school.

**What strategies will need to be implemented in order to accelerate learning?**

To accelerate learning, we have implemented virtual learning for all 7-12 students in quarantine. They are able to log into their Google Classroom and have continuous instruction through Google Meet. In grades K-6, students are doing the same for their reading and math portions of the school day. In addition, our middle and high schoolers have access to Ray Dass, an online tutorial program that provides content area support and tutoring when needed. Progress monitoring will be in place for reading and math, allowing teachers to identify strengths within classes that do not need further instruction. This will allow more time on task for deficient skills.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Jr/Sr teachers will participate in meetings and trainings to encourage greater participation in Ray Dass programming. All teachers will work to study data to identify scholars that would best benefit from additional instruction during the day and small group tutoring after school.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Moving forward, we will continue to progress monitor scholars and closely analyze data to determine needs for instruction. In addition, we will continue to be flexible with the needs of scholars while learning in person or at home while in a quarantine.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Instructional Coaching**

<b>Area of Focus Description and Rationale:</b>	This year we have 15 new instructional staff members in our buildings. These educators are either in their first year of teaching or are teaching at PCCA for the first time. While veteran teachers may not need as much support as new teachers, the transition to PCCA's curriculum and procedures provides a learning curve.
<b>Measurable Outcome:</b>	By May of 2022, new teachers and new to PCCA teachers will have increased confidence in curriculum and procedures.
<b>Monitoring:</b>	Our instructional coaches and Student Services Coordinators will work closely with administration to determine specific needs in classrooms and topics that are valuable for a new teacher mentoring program.
<b>Person responsible for monitoring outcome:</b>	Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)
<b>Evidence-based Strategy:</b>	Our Literacy and Math instructional coaches will visit classrooms of new teachers on a regular basis to ensure fidelity of instruction. Coaches will also meet with teachers to discuss student data and pedagogy. Our Student Service Coordinators will host meetings to discuss relevant topics with new educators, such as parent communication, grading, report cards, planning, etc.
<b>Rationale for Evidence-based Strategy:</b>	Training happens best when it is job-embedded. When coaches can be in classrooms, they are able to model and observe best practices and provide timely feedback. Frequent check-ins with new educators will allow all to ask/answer questions in a risk-free environment, growing confidence in our new educators.

**Action Steps to Implement**

Coaching, modeling, and feedback sessions with reading and math instructional coaches.

**Person Responsible** Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)

Our Student Service Coordinators will host meetings to discuss relevant topics with new educators, such as parent communication, grading, report cards, planning, etc.

**Person Responsible** Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)

**#2. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus  
Description  
and Rationale:**

Our 20-21 FSA data showed the following:

- 13% of our scholars who take FSA receive ESE services.
- Of these 96 scholars, 58 received a Level 1 or 2 on FSA ELA and 46 received a Level 1 or 2 on FSA Math.
- In ELA, 65% of our scholars are making learning gains.
- In ELA, 49% of our lowest 25% are making learning gains.
- In Math, 63% of our scholars are making learning gains.
- In Math, 58% of our lowest 25% are making learning gains.

We have four new members in our ESE team this year. These new staff members are working to learn student needs, accommodations, and developing relationships with scholars and their families.

**Measurable  
Outcome:**

In May of 2022, 60% of our ESE population will show learning gains as measured by the ELA and Math FSA.

**Monitoring:**

These groups will be closely monitored using MAP testing for reading and math. Testing will occur at the beginning and middle of the year.

**Person  
responsible for  
monitoring  
outcome:**

Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)

**Evidence-  
based  
Strategy:**

ESE teachers will work closely with classroom teachers to provide small group instruction and push-in support to accelerate learning. These groups will use information from MAP reading and math testing to determine needs for instruction.

**Rationale for  
Evidence-  
based  
Strategy:**

Small group instruction, through a pull out model and/or Learning Strategies class, is incredibly helpful in increasing a scholar's time on task, feedback, and interaction with instructors.

**Action Steps to Implement**

ESE teachers will work closely with classroom teachers to provide small group instruction and push-in support to accelerate learning.

**Person  
Responsible**

Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)

ESE teachers will work closely with instructional coaches for reading and math to review MAP scores and determine individual student needs.

**Person  
Responsible**

Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**In order to have a safe and welcoming school environment, we believe that high expectations must be held for all. At PCCA, we teach our six virtues throughout the day and have frequent discussions about the virtues in relation to the content areas, such as literature. Our teachers and staff rely heavily on a positive home/school connection and try our best to keep our parents apprised of scholar behavior at all times. Elementary scholars receive a mark on their Character Card and Jr/Sr scholars receive detentions when infractions occur. When detentions go unserved or marks on a character card are not showing a change in behavior, consequences may escalate.**

**Our data shows that suspensions, both in and out of school, are slightly higher than other combination schools. Our administrators and school counselor will continue working closely with scholars that may have repeat behaviors to implement proactive meetings and counseling sessions to discuss appropriate behaviors and reactions to situations at school.**

#### **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.**

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. As our school prepares for our first graduating class this year, we will continue to develop relationships with post-secondary local schools and organization. We are currently working with EFSC to provide Dual Enrollment opportunities for our 11th and 12th graders. Our Academic Advisor is working to build relationships with state colleges and universities, admissions offices, and the College Board. This growth will ensure our graduates a smooth transition to secondary educational choices and opportunities. For those interested in paths outside of college, we are forming relationships with trade schools and the military. This school year continues with concerns for social/emotional learning for all of our scholars and families. Scholars are facing incredible challenges with many changes to the school environment and procedures. Many are learning a new educational platform and juggling many expectations for independence when on

quarantine. Our school counselor is working closely with those in need of counseling and check ins. Frequent conversations with parents, scholars, in addition, to referrals to counseling agencies if needed, will keep our school counselor busy this year!

Data from our Spring Parent and Staff Surveys shows the following:

**Parent Survey**

- 96% of respondents were satisfied with communication from administration
- 90% of respondents were satisfied with communication from classroom teachers
- 98% of respondents were satisfied with school curriculum
- 98% of respondents were satisfied with school safety
- 96% of respondents would recommend PCCA to another family

**Employee Survey**

- 90% of respondents believe that administrators foster a positive relationship among teachers and staff
- 95% of respondents enjoy coming to work daily
- 85% of respondents believe that we have a positive school culture
- 90% of respondents believe that we are meeting the needs of our scholars

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

In addition to our everyday stakeholders, such as parents, scholars, teachers, and staff, 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 School Resource 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 so appreciate the love and assistance provided by our parent volunteers.