

Brevard Public Schools

Pineapple Cove Classical Academy At West Melbourne



2021-22 Schoolwide Improvement Plan

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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: 6/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2020-21 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: B (60%) 2017-18: No Grade 2016-17: 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	

* 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.

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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>27%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>31%</p>

School Grades History

Year	2020-21	2019-20	2018-19
Grade		B	B

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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 an unique option for families providing students with a K-8 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	Position Title	Job Duties and Responsibilities
Lucarottie, Erika	Principal	The principal is responsible for the overall guidance and leadership of the school. The principal oversees the implementation of curriculum, school-wide discipline, and community relations. The principal supports teachers and staff, participates in MTSS, and analyzes student data. The principal also serves on the Threat Assessment Team and is responsible for ensuring the safety and security of the school.
Koblitz, Paris	Assistant Principal	The assistant principal is responsible for supporting the principal with the overall guidance and leadership of the school. The assistant principal supports the implementation of curriculum, school-wide discipline, and community relations. The assistant principal supports teachers and staff, participates in MTSS, and analyzes student data. The assistant principal is the testing coordinator and serves as a teacher evaluator.
Forsythe, Denise	Assistant Principal	The assistant principal is responsible for supporting the principal with the overall guidance and leadership of the school. The assistant principal supports the implementation of curriculum, school-wide discipline, and community relations. The assistant principal supports teachers and staff, participates in MTSS, and analyzes student data. The assistant principal is the testing coordinator and serves as a teacher evaluator.
Gunter, Kelly		The director oversees the leadership team and provides supports in all areas of the schools as needed.

Demographic Information

Principal start date

Monday 6/21/2021, 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

68

Total number of students enrolled at the school

827

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

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
21

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	90	90	90	90	107	96	108	87	69	0	0	0	0	827
Attendance below 90 percent	21	22	15	15	16	20	29	12	11	0	0	0	0	161
One or more suspensions	0	1	0	0	0	1	0	0	0	0	0	0	0	2
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 FSA ELA assessment	0	0	0	0	4	2	2	2	2	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	5	6	2	0	0	0	0	0	14
Number of students with a substantial reading deficiency	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	3	0	3	8	4	4	5	11	0	0	0	0	38

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	3	6	2	3	2	0	0	2	1	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	3	0	1	0	0	0	0	0	5

Date this data was collected or last updated

Thursday 9/16/2021

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	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

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	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

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				73%	65%	61%		68%	60%
ELA Learning Gains				63%	58%	59%		59%	57%
ELA Lowest 25th Percentile				61%	54%	54%		54%	52%
Math Achievement				59%	67%	62%		67%	61%
Math Learning Gains				47%	62%	59%		61%	58%
Math Lowest 25th Percentile				52%	59%	52%		56%	52%
Science Achievement				68%	62%	56%		63%	57%
Social Studies Achievement					80%	78%		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	76%	64%	12%	58%	18%
Cohort Comparison						
04	2021					
	2019	63%	61%	2%	58%	5%
Cohort Comparison		-76%				
05	2021					
	2019	81%	60%	21%	56%	25%
Cohort Comparison		-63%				
06	2021					
	2019	71%	60%	11%	54%	17%
Cohort Comparison		-81%				
07	2021					
	2019					
Cohort Comparison		-71%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	61%	-11%	62%	-12%
Cohort Comparison						
04	2021					
	2019	56%	64%	-8%	64%	-8%
Cohort Comparison		-50%				
05	2021					
	2019	69%	60%	9%	60%	9%
Cohort Comparison		-56%				
06	2021					
	2019	67%	67%	0%	55%	12%
Cohort Comparison		-69%				
07	2021					
	2019					
Cohort Comparison		-67%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	56%	10%	53%	13%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-66%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
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					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used in grades 1-2 for ELA was the Quarterly Literacy Assessment and FAIR was used in grades 3-8. The MAP assessment was used to progress monitor grades 1-8 for math. Individual classroom assignments were used to progress monitor science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	76	75
	Economically Disadvantaged	45	100	90
	Students With Disabilities	57	85	71
	English Language Learners	33	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	75	69	74
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	37	48
	Economically Disadvantaged	42	35	35
	Students With Disabilities	0	5	11
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	54	60
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	58	68
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	14	50	71
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	58	67
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	52	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	16	16	16
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71	60	74
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	61	NA
	Economically Disadvantaged	0	0	NA
	Students With Disabilities	22	11	NA
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	35	53
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	40	NA
	Economically Disadvantaged	25	33	NA
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62	48	61
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	65	69
	Economically Disadvantaged	50	50	62
	Students With Disabilities	0	0	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	47	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	40	61
	Economically Disadvantaged	33	25	33
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	41	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

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	45			50							
ELL	85	62		80	77						
ASN	91	62		95	69		80				
BLK	55			60							
HSP	69	60		68	70		40				
MUL	53	53		59	53		27				
WHT	80	71	58	75	72	69	71	82	54		
FRL	64	66	50	67	67	65	42				
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						

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
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

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	68
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	608
Total Components for the Federal Index	9
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	76
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	79
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	58
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	61
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	49
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	70
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	60
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?

Data trends reveal that our school has higher proficiency rates than the district and state in all grade level areas as reported on the FSA in 2021. However, our subgroups have the lowest performance rates in ELA and Math based on our progress monitoring data which utilized the QLA, FAIR, and MAP assessments.

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

- * Eighth grade math has the lowest proficiency rates within our school at 52% on FSA. In 2019, when this cohort took the FSA last as 6th graders, their proficiency rate was 89%, which is a 37% drop in proficiency.
- * Seventh grade FSA ELA proficiency rates dropped within the cohort. In 2019, when this cohort took the FSA ELA last as 5th graders, their proficiency rate was 81%. As 7th graders their proficiency rate is 70%, which is an 11% decrease.
- * Fifth grade ELA proficiency rates dropped within the grade level by 5 points on FSA.
- * Only 33% of our ELL students were proficient on the QLA and 0% of our ELL students were proficient in FAIR.
- * ESE students in grades 4 and 5 combined reveal a 27% proficiency rate on FAIR.

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

Students have been faced with virtual instruction as well as quarantine timelines which have caused gaps in their instruction. Actions to address improvement include:

- * Data analysis of common assessments will be implemented to determine instructional needs for struggling learners as well as for the cohorts that have shown drops in proficiency rates. Analyzing assessments that are given three times a year does not provide enough opportunities to change instruction in order to address gaps in student mastery.
- * ESE teachers will plan weekly with general education teachers.
- * Implement a mentoring program to support the 21 new teachers in our school this year.

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

Second grade increased their proficiency rates the most from QLA 1 at 24% to QLA 3 at 48%, which is a 24 point gain.

Third grade increased their proficiency rates the most on FAIR. The fall assessment was at 35% proficient and the spring assessment was at 68% proficient, which is a 33 point gain.

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

Teachers are familiar with the curriculum and planning together.

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

- * Continue data chats to identify gaps in learning and develop intervention to support proficiency rates and subgroup needs
- * Continue collaboration between teachers and our Director of Literacy and math coach.

- * Increase observation and feedback from administration to teachers.
- * Designed a position for a math coach.

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.

- * A new teacher mentoring program will be developed to increase teacher knowledge on our curriculum and to ensure that rigorous instruction is occurring in classrooms.
- * All teachers will receive PD on our data analysis program, Performance Matters, in order to track student data more efficiently.
- * Administration will complete walk through observations together each quarter to ensure we are identifying similar areas of need.

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

- * A mentoring program that focuses on collaboration, observation, and feedback.
- * Data analysis that includes common assessment to identify instructional needs.
- * Collaborative planning between ESE and general education teachers.
- * Increased observation and feedback from administration.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Based on progress monitoring data on FAIR in 2021, our ELL students in grades 3-8 had a proficiency rate of 0%. ESE students in grades 4 and 5 have a 27% proficiency rate on the 2021 FAIR. Additionally, data results from 2019 FSA ELA reveal that there was 61% proficiency amongst the students within the lowest 25%. FSA Math data from 2019 shows 52% proficiency amongst our lowest 25% and only 47% learning gains.

Measurable Outcome: By spring 2022, the proficiency data for ELL and ESE students will increase to 50% on MAP math and MAP ELA assessments. We are no longer giving FAIR this year.

Monitoring: ESE and ELL data will be monitored through MAP assessments given three times as well as through common assessment data analysis during data chats. Data chats will be held on a monthly basis.

Person responsible for monitoring outcome: Erika Lucarottie (lucarottie@pineapplecoveclassicalacademy.com)

Evidence-based Strategy: Data teams will analyze common assessments each month in order to make instructional decisions to positively impact subgroup achievement data.

Rationale for Evidence-based Strategy: Increased frequency in analyzing assessment will allow for a more immediate response to students' needs. Teachers will use this data analysis to develop instruction that support the gaps in student understanding.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Other specifically relating to teacher efficacy through mentoring

Area of Focus Description and Rationale: 2021 FSA data reveals high proficiency rates across all grade levels in ELA, math, and science. However, we have added 21 new instructional staff members this school year. In order to continue to keep our proficiency rates high, a mentoring program that focuses on collaborative planning and instructional delivery needs to be developed so that teacher efficacy continues.

Measurable Outcome: Through the mentoring program, new instructional staff members will meet monthly with an assigned teacher mentor. This consistent support will help to ensure that teacher efficacy is being built by consistently discussing planning and effective teaching strategies. This will be evident through progress monitoring data provided by the MAP assessments for ELA and math.

Monitoring: Through the mentoring program, new teachers are required to keep documentation of collaborative planning sessions. Additionally, each teachers' MAP assessment data will be reviewed three times each year to ensure effective planning and instructional strategies are in place.

Person responsible for monitoring outcome: Erika Lucarottie (lucarottie@pineapplecoveclassicalacademy.com)

Evidence-based Strategy: Pineapple Cove Classical Academy at West Melbourne will implement a teacher mentor program that focuses on collaborative planning and instructional delivery strategies.

Rationale for Evidence-based Strategy: According to Hattie, teacher efficacy has the greatest effective size (1.57) on student achievement. By building collective teacher efficacy through the mentoring strategy of collaboration, students will continue to receive rigorous instruction that promote achievement.

Action Steps to Implement

No action steps were entered for this area of focus

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.

- *Teach virtues of character education to instill in students on how to be a productive and successful citizens**
- * Mentoring program for students through teachers**
- *Behavior data is monitored through administrative leadership team meetings, teacher data team meetings, and through informal review during our threat assessment team meetings.**

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. Teachers need to feel valued and that their expertise and knowledge have a direct impact on our school and environment-not just within their classrooms. One example of how this is accomplished is through our Teacher Leadership Team. Each month, this voluntary team collaborates on important school issues and works to problem solve situations or create opportunities to implement within our school. Additionally, our administrative team constantly seeks feedback from our teachers and parents. According to a survey given at the end of the 2021 school year, over 90% of the staff reported that they enjoy coming to work each days and over 80% of staff felt that we have a positive school culture. It is a known belief that perspective is key and that only TOGETHER will we be able to continue to succeed.

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

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 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.