Pineapple Cove Classical Academy

2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2021-22 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	2021-22: B (60%) 2018-19: A (63%) 2017-18: A (66%)
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	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	25%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	33%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

N/A

SIP Authority

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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 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
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. She is also the ESOL contact for the elementary building. 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.
Johns, Michelle	Assistant Principal	In addition to the job duties listed above, Mrs. Johns is the testing coordinator for grades 7-11. In addition, she assists with teacher and staff evaluations, serves as a contact/organizer of our extracurricular activities, and designs school-wide and student schedules.
Hayford, Leslie	Other	In addition to the responsibilities of the School Leadership Team, Mrs. Hayford 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.
Gilbert, Stacey	Assistant Principal	In addition to the job duties listed above, Ms. Gilbert supports teacher evaluations and is the discipline contact for grades 7-11. She works closely with our guidance department and mentors scholars.

Demographic Information

Principal start date

Sunday 7/1/2018, Lisa Wheeler

Number of teachers with a 2022 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 2022 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.*

31

Total number of teacher positions allocated to the school

85

Total number of students enrolled at the school

1,100

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

16

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	72	73	71	71	87	88	88	110	110	100	88	54	29	1041
Attendance below 90 percent	5	10	8	7	10	20	8	5	12	9	3	4	1	102
One or more suspensions	0	4	3	0	4	2	2	2	13	5	10	7	4	56
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	1	0	1	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	7	7	4	8	13	14	11	9	5	78
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	3	6	9	6	5	0	0	0	32
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	0	0	3	5	4	7	6	7	1	4	3	44

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	0	1	2	2	1	0	0	0	0	1	0	14
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

Thursday 9/8/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	63%	55%				69%	65%	61%
ELA Learning Gains	53%						54%	58%	59%
ELA Lowest 25th Percentile	38%						44%	54%	54%
Math Achievement	78%	40%	42%				77%	67%	62%
Math Learning Gains	69%						69%	62%	59%
Math Lowest 25th Percentile	53%						64%	59%	52%
Science Achievement	66%	64%	54%				68%	62%	56%
Social Studies Achievement	79%	61%	59%				82%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	80%	64%	16%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	68%	61%	7%	58%	10%
Cohort Comparison		-80%				
05	2022					
	2019	78%	60%	18%	56%	22%
Cohort Comparison		-68%				
06	2022					
	2019	53%	60%	-7%	54%	-1%
Cohort Comparison		-78%				
07	2022					
	2019	65%	58%	7%	52%	13%
Cohort Comparison		-53%				
08	2022					
	2019	60%	63%	-3%	56%	4%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	61%	7%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-68%				
05	2022					
	2019	97%	60%	37%	60%	37%
Cohort Comparison		-67%				
06	2022					
	2019	67%	67%	0%	55%	12%
Cohort Comparison		-97%				
07	2022					
	2019	90%	62%	28%	54%	36%
Cohort Comparison		-67%				
08	2022					
	2019	74%	43%	31%	46%	28%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	68%	56%	12%	53%	15%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-68%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	62%	53%	9%	48%	14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	66%	11%	67%	10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	74%	6%	71%	9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	61%	22%	61%	22%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	32	35	27	48	53	43	28	44			
ELL	29	35	30	50	60	52	26				
BLK	65	58	53	69	66	47	55	45			
HSP	60	50	41	68	67	48	67	66	37		
MUL	69	55		79	68		71	90			
WHT	65	52	33	82	70	57	67	85	45		
FRL	64	59	64	72	61	53	35				
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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	611
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	57
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	55
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	72
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	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ESE ELA achievement is at 31% and will be a priority focus in ELA and Math at all levels.
ELA achievement decreased at all levels with a decrease of 10% in achievement, decrease of 12% in learning gains, and a decrease of 11% in the lowest quartile of students. Math achievement and learning gains had positive gains. The bottom quartile of math decreased, which may be a contributing factor to the ESE subgroup achievement level.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is ELA schoolwide and with the focus on ESE students with all subject areas. Overall, our scholars performed best on the Language and Editing (72% scoring 2 or higher) and the Text Based Writing (87% scoring 2 or higher). Our biggest focus needs to be Key Ideas and Details (55% scoring 2 or higher), Integration of Knowledge and Ideas (53% scoring 2 or higher), and Craft and Structure (63% scoring 2 or higher).

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

Contributing factors include inconsistencies with staff and student attendance due to COVID, staffing changes (8th ELA, 5th grade, 6th grade, ESE). Staffing changes brought in teaching staff that did not participate in the new teacher training at the beginning of the year and reduced interventions and coaching, as the math coach went back into the classroom. The transition from LAFS/MAFS to BEST standards required additional training and review of content.
Adequate support for new-to-PCCA teachers is essential in improving student data. Additional coaching and administrative staff will provide more frequent classroom visits and coaching opportunities. In addition, additional intervention staff will work with struggling scholars.
To address attendance, administration will monitor the Early Warning triggers for student attendance. Collaboration with grade levels through monthly grade level meetings and department meetings will help to monitor student attendance and achievement rates with FAST.
Fluid intervention groups will address scholars who are working below grade level. Meetings with the ESE and grade level teams will track scholars in the bottom quartile and ESE subgroups.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall, math achievement was successful. Achievement increased by 5% and learning gains increased by 6%. Science and Social Studies fluctuated by 1%.

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

During SMART blocks, we continued with targeted intervention groups and had a teacher specialized for this. At the high school level we had tutoring sessions available to all students. The Singapore Math curriculum at the elementary level continues to align with the MAFS and BEST standards.

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

ESE instruction will be monitored in collaboration with grade levels and administration. Frequent progress monitoring (MAZE and Math fluency) will be collected and reviewed. We hope to accelerate

achievement gaps through tutoring, reading and math interventionists, grade level collaborative planning, and strategic grade level meetings with administration. FAST and STAR data will be reviewed and analyzed for instructional implications as results are available.

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.

Collaborative conversations and professional development with ELA instructional techniques will be conducted frequently. This training/coaching will be provided by our literacy coach, new teacher mentor, and members of the administrative staff. With the influx of new staff, support will need to be implemented throughout the year with new teacher training and to pair new teachers with peer mentors. This mentorship is vital in supporting new teachers as they work with new curriculum and instructional practices.

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

Frequent classroom visits, feedback sessions, professional development, and strategic intervention groups will help support teachers to improve craft and gain confidence in instruction and curriculum. Grade level meetings and department meetings will review student data and instructional implications. ESE teachers will be included in these meetings to ensure continuity in instruction.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	ESE ELA achievement is at 31% and will be a priority focus in ELA and Math at all levels. ELA achievement decreased at all levels with a decrease of 10% in achievement, decrease of 12% in learning gains, and a decrease of 11% in the lowest quartile of students. Math achievement and learning gains had positive gains. The bottom quartile of math decreased, which may be a contributing factor to the ESE subgroup achievement level.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In 2023, PCCA will be taking the new FAST assessment. Using this data, we hope to see that proficiency rates for all scholars rise to a minimum of 70%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student data will be collected using STAR and FAST. This proficiency data will be analyzed after each testing window to determine needs for growth. In addition, classroom walkthroughs will conducted and discussed among the administrative team.
Person responsible for monitoring outcome:	Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Our greatest need for improvement is ELA schoolwide and with the focus on ESE students with all subject areas. Overall, our scholars performed best on the Language and Editing (72% scoring 2 or higher) and the Text Based Writing (87% scoring 2 or higher). Our biggest focus needs to be Key Ideas and Details (55% scoring 2 or higher), Integration of Knowledge and Ideas (53% scoring 2 or higher), and Craft and Structure (63% scoring 2 or higher). Contributing factors include inconsistencies with staff and student attendance due to COVID, staffing changes (8th ELA, 5th grade, 6th grade, ESE). Staffing changes brought in teaching staff that did not participate in the new teacher training at the beginning of the year and reduced interventions and coaching, as the math coach went back into the classroom. The transition from LAFS/MAFS to BEST standards required additional training and review of content. Adequate support for new-to-PCCA teachers is essential in improving student data. Additional coaching and administrative staff will provide more frequent classroom visits and coaching opportunities. In addition, additional intervention staff will work with struggling scholars. To address attendance, administration will monitor the Early Warning triggers for

student attendance. Collaboration with grade levels through monthly grade level meetings and department meetings will help to monitor student attendance and achievement rates with FAST.
Fluid intervention groups will address scholars who are working below grade level. Meetings with the ESE and grade level teams will track scholars in the bottom quartile and ESE subgroups.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

This year, we have added an elementary Reading Interventionist to our staff. This former classroom teacher will provide additional support for Tier 2 and 3 instruction. The interventionist is also certified in ESE and will provide support to all scholars as needed.

Person Responsible   Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)

No description entered

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This year, we have 16 new teachers working with our scholars. This impacts our 7-12 grade classrooms the most. Four of these new teachers will be working with our ESE population.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In May of 2024, we will improve teacher retention by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly check-ins with new-to-PCCA teachers (by teacher mentors, mentor leads, new teacher trainers, and admin) will help to determine teacher stamina and confidence in teaching a classical curriculum. Classroom walkthroughs (documented through Google Form submissions by members of admin) will be reviewed bi-weekly.
Person responsible for monitoring outcome:	Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Increased coaching and professional development will be provided to those new to PCCA. Our Literacy and New Teacher 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 new teacher trainer and mentors will host meetings to discuss relevant topics with new educators, such as parent communication, grading, report cards, planning, etc.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

New to PCCA teachers in our Jr/Sr building will be paired with a teacher mentor. In addition, our department leads, mentors, and mentor lead, will provide monthly support in appropriate topics that relate to job performance.
New elementary teachers will be coached in the use of Literacy Essentials and classroom practices by our New Teacher Mentor.

Person Responsible	Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)

Administrators will increase presence in classrooms. Administrators all have all set two week goals to visit certain grade levels or departments. Walkthrough data will be shared via a Google Form and discussed at bi-weekly admin meetings.

Person Responsible	Lisa Wheeler (wheelerl@pineapplecoveclassicalacademy.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 second 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 the return to the school environment and procedures. 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
-97.3% of respondents were satisfied with communication from administration
-96% of respondents were satisfied with communication from classroom teachers (this is an improvement of 6% points after the implementation of weekly emails from elementary teachers)
-99.6% of respondents were satisfied with school curriculum
-99.1% of respondents were satisfied with school safety
-96.4% of respondents would recommend PCCA to another family

Employee Survey
-98% of respondents believe that administrators foster a positive relationship among teachers and staff
-98% of respondents believe that support for teaching Literacy Essentials is strong
-90% of respondents felt supported by their ESE teams

Qualitative responses show that teachers and staff would like to see an improvement in communication and consistency with discipline, specifically with consistent expectations in all classrooms. We will continue our work in these areas throughout the year.

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

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. We are excited for a return to normal with our school volunteers. 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.