

Brevard Public Schools

Pineapple Cove Classical Academy At West Melbourne



2022-23 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: 7/12/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
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: A (67%) 2018-19: B (60%) 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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-8	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	32%

School Grades History

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

School Board Approval

N/A

SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Pineapple Cove Classical Academy at West Melbourne is affiliated with Hillsdale College's Barney Charter School initiative. We will offer 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

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
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.
Dawsey, Ashley	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.
Hoppenbrouwer, Andrew	Dean	The dean is responsible for supporting the principal with the overall guidance and leadership of the school. The dean supports school-wide discipline and community relations. The dean supports teachers and staff by also participating in MTSS and analyzes student data.
Lopez, Laura		The Student Services Coordinator is responsible for supporting the principal with the overall guidance and leadership of the school. The Student Services Coordinator supports the implementation of curriculum, school-wide discipline, and community relations. The Student Services Coordinator supports teachers and staff, participates in MTSS, and analyzes student data.

Demographic Information

Principal start date

Tuesday 7/12/2022, Erica Lucarotti

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.*

0

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

788

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

15

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

14

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	88	89	90	90	107	95	100	85	71	0	0	0	0	815
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	3	2	0	1	1	2	5	7	7	0	0	0	0	28
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	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	3	0	3	4	3	4	11	4	0	0	0	0	32

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	1	3	0	3	1	0	1	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 7/12/2022

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	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

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	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	

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	70%	63%	55%				73%	65%	61%
ELA Learning Gains	57%						63%	58%	59%
ELA Lowest 25th Percentile	44%						61%	54%	54%
Math Achievement	73%	40%	42%				59%	67%	62%
Math Learning Gains	68%						47%	62%	59%
Math Lowest 25th Percentile	61%						52%	59%	52%
Science Achievement	71%	64%	54%				68%	62%	56%
Social Studies Achievement	90%	61%	59%					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	76%	64%	12%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	63%	61%	2%	58%	5%
Cohort Comparison		-76%				
05	2022					
	2019	81%	60%	21%	56%	25%
Cohort Comparison		-63%				
06	2022					
	2019	71%	60%	11%	54%	17%
Cohort Comparison		-81%				
07	2022					
	2019					
Cohort Comparison		-71%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
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	50%	61%	-11%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	56%	64%	-8%	64%	-8%
Cohort Comparison		-50%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	60%	9%	60%	9%
Cohort Comparison		-56%				
06	2022					
	2019	67%	67%	0%	55%	12%
Cohort Comparison		-69%				
07	2022					
	2019					
Cohort Comparison		-67%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	56%	10%	53%	13%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-66%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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

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

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	38	43	47	49	55	54	36				
ELL	52	41	30	70	75	90					
ASN	87	82		96	82		90				
BLK	43	46		43	50						
HSP	74	54	40	69	58	35	78	89			
MUL	55	50	33	72	78	80	60				
WHT	71	57	48	74	69	65	71	91	80		
FRL	57	44	29	59	59	47	49	80			
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						
HSP	59	52		55	33						

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
MUL	82			50							
WHT	74	62	69	61	50	50	68				
FRL	58	57	64	45	20	33					

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)	N/A
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	78
Total Points Earned for the Federal Index	684
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
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	87
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
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	61
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	70
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	53
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?

Trends across grade levels:

- *Proficiency rates decreased in all grades 3-8 for FSA ELA and Math except in 5th grade which increased in both.
- *Proficiency rates decreased in all grades 1-8 for MAP ELA and Math.
- *6th grade's proficiency rate decreased 15% in both FSA ELA and Math.
- * Students taking the Algebra I EOC have an 88% proficiency rate
- * Students take the Civics EOC have an 89% proficiency rate

Trends across cohort groups:

- *6th-8th grade cohorts saw a decrease in proficiency rates in FSA ELA and Math.
- *6th grade students as a cohort decreased 10% in FSA ELA
- *4th and 5th grade cohorts have increased proficiency over the past two years in FSA ELA and Math

Trends across subgroups:

- *Proficiency rates decreased in FSA ELA and in FSA Math for students who are ESE, ELL, and FRL.
- *Proficiency rates has consistently decreased for our lowest 25% in ELA over the last three Florida Standards Assessments. In 2019, 60% had LGs, in 2021 56% had LGs, in 2022 43% has LGs.

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

Using MAP as our main source of data for progress monitoring and FSA data, it is determined that ELA and math both show decreased rates in proficiency and ELA shows a decrease in learning gains among our lowest 25%. Therefore, student engagement within each content will increase student achievement. Walkthrough data collected by our administrative team and our Hillsdale College team, also report a need for increased student engagement through questioning and discussion.

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

Data used to inform this decision:

- *Proficiency rates decreased in all grades 3-8 for FSA ELA and Math except in 5th grade which increased in both.
- *Proficiency rates decreased in all grades 1-8 for MAP ELA and Math.
- *6th grade's proficiency rate decreased 15% in both FSA ELA and Math.
- *Proficiency rates decreased in FSA ELA and in FSA Math for students who are ESE, ELL, and FRL.
- *Proficiency rates has consistently decreased for our lowest 25% in ELA over the last three Florida Standards Assessments. In 2019, 60% had LGs, in 2021 56% had LGs, in 2022 43% has LGs.

Teacher Observations and Feedback:

- *Walkthrough data collected by our administrative team and our Hillsdale College team, also report a need for increased student engagement through questioning and discussion.

Additional Contributing Factors:

- *In 2021-2022, each grade level added an additional classroom. Our building grew substantially with students and teachers.

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

- *Cohorts of students most recently in 4th and 5th grades have increased proficiency rates on FSA ELA and Math.
- * 5th grade increased FSA ELA by 6% making their proficiency rate 82% and increased FSA Math by 9% making their proficiency rate 85%.

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

Teacher observations and feedback allowed for instructional delivery enhancements and reflection.

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

- * Professional development on student engagement strategies focusing on questioning and discussion.
- * Targeted support for student in the lowest 25% for ELA.
- * Observation and feedback focused on questioning, discussion, and support for the lowest 25%.

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.

Professional Development Opportunities:

- * Teacher peer observations
- * Questioning
- * Discussion in the classroom
- * Trust Based Observation and Feedback techniques for administrators

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

- * Hired additional administrative staff to support teachers and students
- * Hired an additional Teacher Mentor to support instructional practices and feedback from observations
- * Hired an interventionist to support ELA.

Areas of Focus

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

:

#1. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one
identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Using MAP and FSA data, it is determined that ELA and math both show decreased rates in proficiency and ELA shows a decrease in learning gains among our lowest 25%. Walkthrough data collected during the 2022 school year by our administrative team and our Hillsdale College team, report a need for increased student engagement. Increasing student engagement through questioning and discussion within each content will increase student achievement.

Data used to inform this decision:

- *Proficiency rates for grades 3-8 for FSA ELA is 70%.
- *Proficiency rates for grades 3-8 for FSA Math is 73%.
- *Proficiency rates decreased in all grades 3-8 for FSA ELA and Math except in 5th grade which increased in both.
- *Proficiency rates decreased in all grades 1-8 for MAP ELA and Math.
- *6th grade's proficiency rate decreased 15% in both FSA ELA and Math.
- *Proficiency rates decreased in FSA ELA and in FSA Math for students who are ESE, ELL, and FRL.
- *Proficiency rates has consistently decreased for our lowest 25% in ELA over the last three Florida Standards Assessments. In 2019, 60% had LGs, in 2021 56% had LGs, in 2022 43% has LGs.

Teacher Observations and Feedback:

- *Walkthrough data collected by our administrative team and our Hillsdale College team, also report a need for increased student engagement through questioning and discussion.

Additional Contributing Factors:

- *In 2021-2022, each grade level added an additional classroom. Our building grew substantially with students and teachers.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of students in sixth grade achieving ELA proficiency will increase from 61% on FSA to 70% as measured by FAST.

The percentage of students identified as L25% will increase proficiency from 43% on FSA to 50% on FAST.

This year we are using FAST to determine proficiency and progress monitoring.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by observation/feedback, monthly MTSS meetings, and monthly grade level meetings that focus on student data. Each will be used to inform instruction.

Person responsible for monitoring outcome:

Erika Lucarottie (lucarottie@pineapplecoveclassicalacademy.com)

Evidence-based

Strategy:

Describe the evidence-based strategy being

Alongside our Literacy Director and Hillsdale College Support Team, we will support ELA by utilizing data-driven instruction.

**implemented for
this Area of Focus.**

**Rationale for
Evidence-based
Strategy:**

**Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

To increase ELA proficiency rates of all students, especially 6th grade and students identified as the lowest 25%, we will focus on data-driven instruction through MTSS and grade level meetings. These meetings will ensure that teachers are analyzing student performance data and using the data to to inform instruction.

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.

Professional development will be created to focus on data interpretation and how to support student needs.

Person Responsible Denise Forsythe (forsythed@pineapplecoveclassicalacademy.com)

MTSS and grade level meetings will be held monthly with a focus on student data and how it informs instruction.

Person Responsible Laura Lopez (lopezl@pccafl.com)

Administrators and coaches will engage in a continuous cycles of observation and feedback to teachers regarding their instructional practices.

Person Responsible Erika Lucarottie (lucarottie@pineapplecoveclassicalacademy.com)

#3. Instructional Practice specifically relating to Student Engagement

**Area of Focus
Description and
Rationale:
Include a rationale
that explains how it
was identified as a
critical need from
the data reviewed.**

Using MAP as our main source of data for progress monitoring and FSA data, it is determined that ELA and math both show decreased rates in proficiency and ELA shows a decrease in learning gains among our lowest 25%. Therefore, student engagement within each content will increase student achievement. Walkthrough data collected by our administrative team and our Hillsdale College team, also report a need for increased student engagement through questioning and discussion.

Data used to inform this decision:

*Proficiency rates for grades 3-8 for FSA ELA is 70% which is a 6% decrease from the 2021 school year.

*Proficiency rates for grades 3-8 for FSA Math is 73% which is the same as the 2021 school year.

*Proficiency rates decreased in all grades 3-8 for FSA ELA and Math except in 5th grade which increased in both.

*Proficiency rates decreased in all grades 1-8 for MAP ELA and Math.

*6th grade's proficiency rate decreased 15% in both FSA ELA and Math.

*Proficiency rates decreased in FSA ELA and in FSA Math for students who are ESE, ELL, and FRL.

*Proficiency rates has consistently decreased for our lowest 25% in ELA over the last three Florida Standards Assessments. In 2019, 60% had LGs, in 2021 56% had LGs, in 2022 43% has LGs.

Teacher Observations and Feedback:

*Walkthrough data collected by our administrative team and our Hillsdale College team, also report a need for increased student engagement through questioning and discussion.

Additional Contributing Factors:

*In 2021-2022, each grade level added an additional classroom. Our building grew substantially with students and teachers.

**Measurable
Outcome:
State the specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

On our standardized assessment, proficiency rates in ELA will increase from 70% on the 2022 spring FSA ELA to 75% on the 2023 May FAST.

This year we are using FAST to determine proficiency and progress monitoring.

**Monitoring:
Describe how this
Area of Focus will
be monitored for
the desired
outcome.**

This will be monitored by observation/feedback and coaching cycle meetings that focus on student engagement within the classroom.

**Person responsible
for monitoring
outcome:**

Erika Lucarottie (lucarottie@pineapplecoveclassicalacademy.com)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our coaches and administrators will increase student proficiency in ELA by supporting teachers in the implementation of the student engagement strategies of questioning and discussion.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To increase ELA proficiency rates of all students, our teachers need to increase engagement within their classrooms. If students are more engaged during lessons, students will take more ownership and pride in what they are learning. This also allows students to engage in higher order tasks that allow them to apply their knowledge.

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.

Teachers will participate in professional development that focuses on questioning and discussion within the classroom.

Person

Responsible

Ashley Dawsey (dawseya@pccafl.com)

Administrators and coaches will engage in a continuous cycles of observation and feedback to teachers regarding their instructional practices.

Person

Responsible

Erika Lucarottie (lucarottie@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.

Edit for current info: Also see examples on SIP website

A positive school environment is essential for the success of all. At PCCA-WM, we instill virtuous living into our students. Our curriculum and character education is built around the same virtues from grades K-8. These virtues of courage, courtesy, honesty, perseverance, self-government, and service can be heard

throughout our classrooms and in our hallways on a daily basis.

Equally as important is the recognition and collaboration with our teachers. 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.

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

Our families and community members are critical to the success at PCCA-WM. We work hard to create many opportunities for our families to be involved within our schools. Currently, families help promote a positive school culture by volunteering at events, supporting teachers with preparations for lessons, and offering supplemental supports within the classroom under the teacher's guidance.

Other stakeholders have recently created relationships with PCCA-WM through business partnerships. These new relationships were established in hopes to bring more community involvement to our schools. Through these businesses and their supports PCCA-WM is able to offer scholars enhancements to various areas in the school such as shade in the field or recess equipment while also support teacher appreciation and recognition endeavors. We look forward to these continued relationships and building upon them in the future.