

Brevard Public Schools

Pineapple Cove Classical Academy At Lockmar



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	0
Planning for Improvement	11
Positive Culture & Environment	0
Budget to Support Goals	0

Pineapple Cove Classical Academy At Lockmar

720 EMERSON DRIVE NE, Palm Bay, FL 32907

<https://pineapplecoveclassicalacademy.com/lockmar-campus/>

Demographics

Principal: Paris Koblitz

Start Date for this Principal: 8/1/2022

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)	27%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 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	

* 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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	0
Planning for Improvement	11
Title I Requirements	0
Budget to Support Goals	0

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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	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	42%

School Grades History

Year

Grade

School Board Approval

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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 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.

Provide the school's vision statement.

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

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
		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.
Koblitz, Paris	Principal	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.
Haber, Eddie	Dean	In addition to the job duties listed above, Mr. Haber supports teacher evaluations and is the discipline contact for grades K - 7. He works closely with our guidance department and mentors scholars.
Powell, Brittany	Other	In addition to the responsibilities of the School Leadership Team, Mrs. Powell 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.
Ottinger, John	Assistant Principal	In addition to the job duties listed above, Mr. Ottinger is the, testing coordinator for grades 7-11. In addition, he assists with teacher and staff evaluations, serves as a contact/organizer of our extracurricular activities, and designs school-wide and student schedules.

Demographic Information

Principal start date

Monday 8/1/2022, Paris Koblitz

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.*

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.*

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

531

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

0

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

0

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	90	86	77	87	49	39	60	43	0	0	0	0	0	531
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	1	0	0	1	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 2022 statewide FSA ELA assessment	0	0	0	0	5	3	3	8	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	7	7	7	0	0	0	0	0	26
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	0	0	1	4	2	1	4	0	0	0	0	0	12

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	0	3	8	2	5	4	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	3	1	1	0	0	0	0	0	0	0	0	5

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
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	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	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	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?

Our school is in its first year of operation. Therefore there is insufficient data to assess trends as we do not have a prior year history.

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

In reviewing the 21-22 FSA data, we have the greatest need for improvement with our current 7th graders. In 6th grade only 30% of this group scored a level 3 or higher on the FSA ELA assessment.

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

Due to being a new school, we do not have adequate data to say what contributed to these scores. To improve the performance of this group, we will closely monitor progress using FAST, provide additional assistance in the classroom, and provide tutoring opportunities.

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

Due to being a new school, there is insufficient data to determine improvement in the 2022 school year.

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

Due to being a new school, there is insufficient data to determine contributing factors in the 2022 school year as no actions were taken by personnel at this school.

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

To accelerate learning, we will need to implement strong progress monitoring for reading and math. This will allow teachers to identify strengths within classes that do not need further instruction. This will allow additional time to help support skill deficiencies.

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.

All teachers will work to study data to identify scholars that would best benefit from additional instruction during the day and small group tutoring after school. Our teachers will participate in meetings and training to better understand progress monitoring data and intervention pedagogy.

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

We will progress monitor scholars and analyze data to determine all instructional needs. We will continue to support our families as they transition to a new school and curriculum with such events as a Literacy Night program for parents 4 times a year. Providing education will give parents the opportunity to support scholar's learning at home. Regular home/school communication will encourage increased involvement by scholars and parents.

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 B.E.S.T. Standards

Area of Focus

Description and Rationale:

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

In reviewing the 21-22 FSA data, we have the greatest need for improvement with our current 7th graders. In 6th grade only 30% of this group scored a level 3 or higher on the FSA ELA assessment. Due to being a new school, we do not have adequate data to say what contributed to these scores. To improve the performance of this group, we will closely monitor progress using FAST, provide additional assistance in the classroom, and provide tutoring opportunities.

Measurable

Outcome:

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

22-23 PCCA Lockmar will be taking the new FAST assessment and utilizing this data to drive instructional practices to improve Reading scores on the PM3 assessment.
Baseline data and goals coming soon:

Monitoring:

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

FAST assessment data will be collected 3 times a year and analyzed in teacher grade level meetings. In addition administration will support teachers with classroom walkthroughs, instructional plan review, and instructional coaching.

Person responsible for monitoring outcome:

Paris Koblitz (koblitzp@pineapplecoveclassicalacademy.com)

Evidence-based Strategy:

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

Our teachers will use modeling, graphic organizers, and direct instruction to help scholars improve their reading comprehension skills.

Rationale for Evidence-based Strategy:

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

These evidence based strategies have been vetted and proven effective at sister schools utilizing the same curriculum and methods of 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.

1. We will conduct progress monitoring to measure students' current performance - Test Administrator, John Ottinger

2. Teachers and Admin will analyze student data and determine next steps for improvement. - Teachers and Administrators
3. Throughout the year scholars will be trained to utilize graphic organizers of various types. - Classroom Teacher
4. Teachers will model good reading skills in various texts. - Classroom Teachers
5. Teachers will be trained on best pedagogical practice for improving reading skills. - Principal/Assistant Principal

Person Responsible Paris Koblitz (koblitzp@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 achievement goals. When families feel safe and comfortable bringing their children to our school, they help our mission and teaching staff through communication and home support.

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. 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 help 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.