

Brevard Public Schools School Improvement Plan 2018-2019

Superintendent:

Asst. Supt. Division of Equity, Innovation & Choice:

Dr. Mark Mullins

Stephanie Archer

Name of Charter School:

Principal:

Pineapple Cove Classical
Academy at West Melbourne

Dr. Ashley Cook

School Grade History	2017-18: N/A	2016-17: N/A	2015-16: N/A
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Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2. Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4. Provide equitable support for every student's social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

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.

Vision Statement:

Pineapple Cove Classical Academy at West Melbourne is affiliated with Hillsdale College's Barney Charter School initiative. We will offer a unique option for families providing students with a K-6 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.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

In the first year of our school, we have developed our initial goals with input from administration, teachers, our governing board, and parents via our parent representative and PTO Committee Leads. Our goals are reflected in the daily operation of our school and communicated via our website, parent meetings such as Open House, and monthly newsletters to our stakeholders. The governing board is updated by the principal at our scheduled board meetings.

Brevard Public Schools School Improvement Plan 2018-2019

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Please use Data Analysis from multiple data sources.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

As a new school with a staff learning a brand new and rigorous curriculum, we have placed checkpoints to ensure our teachers adhere to professional practices that match our curricular focus while adhering to instructional protocols that evidence shows to be effective. Our teachers were provided 80 hours of professional development by Hillsdale College faculty before the start of the school year that focused on each core area of our curriculum as well as classroom management and instruction in classical virtues. Our administration meets weekly with each grade level to problem-solve and provide support for challenges present in the classroom. Our partnership with Hillsdale College continues with weekly phone calls with administration and two school visits that include opportunities for observation, feedback, and reflection.

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Provide data to support concerns.

In our inaugural year, we do not have previous years' assessment scores to assess the achievement levels of our students using our curriculum. To counter these barriers, we have incorporated existing diagnostic measures within our curriculum to accurately assess student achievement and form flexible ability groups in reading and math, particularly. Our Singapore Math program provides diagnostic assessments that reveal a student's instructional level and group students to work appropriately during grade level math blocks. Our Access Literacy reading program provides explicit phonics instruction and allows primary teachers to assess students' phonological awareness early on and provides interventions to our upper elementary students. Our Core Knowledge literature program allows all elementary teachers to lead students in developing fluency, vocabulary, and comprehension skills using authentic literature experiences.

The charts below are a summary of our current ELA data. In Kindergarten, the average for our students is slightly less than the expectation for the grade level. However, the percentage of students not reaching the expectation at this time is 20.8% less than the District. We will continue to monitor our Kindergarten students, ensuring that our teachers implement our curriculum with fidelity to best aid our students. Looking at our Initial Running Record data for our 1st and 2nd grade students, our students are currently surpassing the expectation at this time. Those students who are not currently meeting the grade level expectation will be monitored closely through their core instruction and receive interventions as needed to assist with their learning gains.

	Average for the Grade Level	Grade Level Expectation	% of Grade Level Below the Threshold	% of District Below the Threshold
Kindergarten KLS	55%	60%	61.1%	81.9%
1st Grade Initial RR	7	4	8.7%	15.9%
2nd Grade Initial RR	21.1	18	0%	2.19%

Taking into consideration the FAIR and FSA ELA data available for our students in grades 3-6, there are some areas that should be noted for further discussion. Many of our students in grades 4-6 are coming to PCCA WM from previous years in a private or homeschool environment. That being said, 23.8% of students in grades 4-6 did not take FSA last year. All current students in grades 3-6 have taken FAIR during the first administration window. We will keep a close eye on those students that do not have previous standardized assessment data through FAIR and QLA. Taking into consideration that this is the first time third graders have taken FAIR, we believe that with proper implementation of our curriculum, the 53.7% of third graders with an RCT less than 39% on FAIR will show signs of growth by AP2. Our fourth grade FAIR data shows our greatest area for improvement. In fourth grade 52.3% of students scored less than 39% RCT on FAIR. We will continue to monitor this group of students and provide additional interventions as necessary.

	FSA ELA Students with Score of Level 1	FSA ELA Students with Score of Level 2	FAIR AP1 Probability of Success in the Red	FAIR AP1 Probability of Success in the Yellow	FAIR AP 1 Students with RCT Score Less Than 39%
3rd Grade	N/A	N/A	7%	52%	36
4th Grade	3	8	13%	49%	33
5th Grade	3	6	2%	34%	9
6th Grade	1	8	0%	49%	11

The chart below outlines our students' FSA Math performance from their previous school. In fourth grade, 14.2% of students scored less than proficient on FSA Math. Seventeen percent of students in fifth grade and 19% of students in sixth grade performed less than proficient on FSA Math. In order to target areas in need of greater depth and rigor, we will continue to monitor our students as they progress through the Singapore curriculum, form fact fluency groups in grade levels 4-6, as well as provide interventions when needed.

	FSA MATH Students with Score of Level 1	FSA MATH Students with Score of Level 2
4th Grade	1	8
5th Grade	3	4
6th Grade	2	6

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

Our assessment data shows that we still have some work to do. Last years' ELA and our most recent FAIR scores show a need for improvement in reading comprehension. We will focus on standards integration to increase our Mathematics and ELA scores. Our faculty is new to the classical model, and some of our teachers have limited experience with interventions for students with disabilities, so we will focus on supporting our students and teachers in acquisition of MAFS and LAFS standards.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Teacher lesson plans are aligned to state standards using our Access Literacy curriculum and Singapore Math curriculum. Our Core Knowledge curricula, which includes literature, history, and science are also aligned to Florida state standards. Administrators perform weekly lesson plan checks to ensure all standards are addressed and met through instruction. Professional development is provided to support teachers as they plan to help integrate state standards into their lessons. Weekly grade level meetings are held with teachers to support their understanding and application of the curricula.

School-Based Goal: What can be done to improve instructional effectiveness?

To improve instructional effectiveness, we will continue the professional development steps identified above. Consistent observations of classrooms that result in immediate feedback to teachers will provide teachers the ability to make immediate and effective changes to their classroom and instruction when needed. Grade level teams plan and problem-solve together, allowing a professional learning community of like-minded teachers who can work together to meet the needs of our students.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
1. High level of year 0-3 teachers.	1. Provide rigorous professional development in use of curriculum. 2. Provide administrative guidance in classroom procedurals. 3. Perform multiple classroom observations with meetings after to provide feedback.	Principal, Assistant Principal	August 2018-June 2019	Weekly grade level meetings, classroom observations, weekly plan book checks
2. Implementation of new curriculum with different focus than other public school curricula.	1. Provide consistent checks to ensure correct implementation. 2. Utilize Hillsdale College partnership so college personnel can observe on campus and provide feedback twice yearly. 3. Weekly phone calls with administration and Hillsdale College faculty to problem solve.	Principal, Assistant Principal	August 2018-June 2019	Weekly grade level meetings, classroom observations, weekly plan book checks, weekly phone calls
3. Lack of experience for some staff in working with students with disabilities (SWD).	1. Provide guidance in reading and implementing IEP accommodations in classrooms. 2. Provide guidance in appropriate grading structure for SWD. 3. Provide guidance in IPST and MTSS processes for new teachers.	Principal, Assistant Principal, ESE Resource Teacher	August 2018-June 2019	Weekly grade level meetings, PD for working with SWD, MTSS and IPST training

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Our vision is for our teachers to implement our curriculum with fidelity. We will utilize our partnership with Hillsdale College via the feedback received from their charter school initiative team. Since we are a new school, every teacher will be evaluated using three observations by administration at the end of each quarter, regardless of experience. We will utilize the Florida Consortium of Public Charter Schools' evaluation system, which allows administrators to compare previous evaluations using the online evaluation tool. We strive to see improvements in each domain of the evaluation system over each observation.

Qualitative and Quantitative Student Achievement Outcomes:

We want our students to not only master grade level standards, but to read and write cogently while mastering mathematical skills appropriately. We participate in state assessments, of course, but have also chosen to participate in QLA and the district mathematics inventories to measure student progress. This, coupled with FAIR assessments and built-in diagnostics within our program, will allow for frequent checks of student progress.

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school’s data based problem-solving process and school-based structures in place to address MTSS implementation.

The leadership team of Pineapple Cove Classical Academy at West Melbourne meets on a monthly basis to discuss and analyze results of student assessments such as state/district assessments, curriculum measures, and ongoing progress monitoring. This data is used to monitor the effectiveness of our core instruction in all subject areas. In the area of reading and language arts, our students are regularly monitored using Access Literacy phonogram and spelling tests, in addition to literature assessments. Our school also utilizes FAIR and QLA to track student growth in reading. In math, our students are placed in ability groups using Singapore diagnostic assessments. Students receive instruction at their appropriate level using leveled textbooks and workbooks. Students are regularly assessed using checkpoints to determine the accuracy of placement. Other content areas, such as science, history, and geography are assessed using curriculum and teacher created tests. When areas of concern are noted, administration works to address the needs. This may include instructional coaching, professional development of particular curricular pieces, review of standards, etc.

In order to facilitate the MTSS process, teacher data team meetings are held on a monthly basis. These meetings help to determine the efficacy of Tier One/Core Instruction in all areas. During these meetings, teachers work to analyze grade level data and needs for improvement. Teachers review FAIR reports (PMRN) and data from Performance Matters, as well as curricular/teacher made tests. Item analysis reports allow teachers the opportunity to determine strengths and weaknesses of instruction and need for further interventions. The intent of these meetings is to provide for open sharing of best practices. Teachers discuss lesson planning, curriculum and schedule time to observe other teachers during instruction.

At times, changes to Tier One/Core Instruction may not be enough to improve student performance. During our SMART (Supplemental Math and Reading Time) block students will participate in Tier Two intervention to support core instruction. Students will participate in additional Access Literacy and Singapore instruction that occurs at a pace that is best for the child. In addition, group size will be smaller to increase the intensity of the instruction. These groups are monitored every three to four weeks using curriculum based ongoing progress monitoring that is overseen by administration and grade levels. Groups are flexible and change based on student need.

When data shows that Tier One and Tier Two instruction is not sufficient to improve student performance, students are referred to IPST. Our Support Specialist, School Psychologist, Speech Teacher (when appropriate), ESE Teacher (when appropriate), Classroom Teacher, Parent and Administration work together to support the needs of individual students. This team meets weekly to discuss the individual needs of students that include, but are not limited to, academics, speech, behavior, and attendance concerns. The team collaborates to diagnose student need and develop a plan for Tier 3 interventions that increase in frequency and intensity. Weekly progress monitoring is reviewed by the team to determine the effectiveness of the intervention. When appropriate, the team makes decisions to change interventions, continue interventions, or move forward with consent for evaluation.

2. List below who monitors the Early Warning System and how often.

The principal will monitor the Early Warning System quarterly.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90								N/A
1 or more ISS or OSS								N/A
Level 1 in ELA or Math								N/A
Substantial Reading Deficiency								N/A
2 or more indicators								N/A

Fill in BLANKS with data from 2017-18 School Year - Number of Students

Grade Level	7	8	9	10	11	12	Total
Attendance <90							
1 or more ISS or OSS							
Level 1 in ELA OR Math							
Course Failure in ELA OR Math							
Students exhibiting 2 or more indicators							

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).
N/A

PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent and Family Engagement Plan to meet the requirements of this section.

Consider the level of family and community involvement at your school and 2017 parent survey data collected. Respond to the following questions. What are strengths and how will they be sustained? What are areas of weaknesses and how will they be addressed?

Since we are a new school, we do not have Parent Survey Data to reference. However, our parents are a vital component of our school-wide team. We have an extremely active PTO with more than 50 members. Our PTO members have already donated countless hours of volunteer service to our school in the form of social events, lunch duty, teacher assistance, and fundraising. We strive to keep our parents involved via a multifaceted approach to communication. Our PTO maintains an active social media presence and our administrative team sends out school-wide monthly newsletters (in addition to monthly grade level newsletters). We provide updates to parents at report card intervals with their total of volunteer hours. Once we have survey data from our first year, we will assess weaknesses in parent involvement and develop strategies to address these weaknesses.

STUDENT TRANSITION AND READINESS

- 1. PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (Example: 6th to 7th grade; 8th to 9th grade)

For incoming kindergarten students, we provide a kindergarten orientation for parents to provide important information and tips for new kindergarten students. We also provide tours for VPK classes to visit our campus. We employ a positive behavior approach for our kindergarten students based on our school wide behavior plan for the first semester so parents receive daily confirmation of student behavior and adjustment to kindergarten.

As a K-8 school, our sixth grade students will transition seamlessly to middle school within the same building. We will not have eighth grade students until the 2020-2021 school year.

- 2. COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.