Nevada State Public Charter School Authority

Pinecrest Academy of Nevada: St. Rose Campus

Site Evaluation Report: March 11, 2025

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Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Dedicated teaching force
Pinecrest Academy St. Rose teaching staff are dedicated to the mission and vision of the school. SPCSA staff classroom observations primarily noted distinguished and highly proficient rankings on almost every category on the *Classroom Observation and Instructional Learning Rubric* (p.15 of this report), indicating students were intellectually engaged in appropriately structured, differentiated, with paced lessons, allowing high student engagement. These classrooms were observed to have high levels of individual student instruction as well as numerous techniques used by teachers to check for students' levels of understanding. According to members of the student and parent focus groups during this site evaluation, classroom teachers have cultivated trust with their students. Students felt comfortable asking peers and teachers for academic support.

Culture and climate of the school
Pinecrest Academy St. Rose demonstrates strong retention of school personnel and enrolled students. Teachers are qualified and choose to remain employed at Pinecrest Academy St. Rose despite salary discrepancies with the local public school district. Personnel strive to create a culture of respect and trust amongst school stakeholders, as evidenced from the moment students arrive at the school (morning ceremony) and echoed through each of the student, faculty, and family focus groups held by the site evaluation team. The site evaluation team observed this in the discourse between the students and the teachers during classroom observations.

Data-driven decision making
Pinecrest Academy St. Rose utilizes data efficiently and effectively to inform instructional and curricular decisions within weekly PLC[1] meetings for grade band planning as well as vertical alignment discussions. Teachers during the faculty and staff focus group portion of the site evaluation said they used SBAC student testing data and i-ready student data to adjust small group instruction, intervention sessions, weekly lesson plans, and supplemental classroom curricular materials.

Science proficiency in middle school
According the most recent NSPF report, the science proficiency at Pinecrest Academy St. Rose in middle school grades is 80 percent, well above the district average of 48.8 percent. This celebratory area of strength is acknowledged by the SPCSA and Pinecrest Academy St. Rose's leadership team. The science teacher obtains a scientific vocabulary and conceptual understanding baseline from all of the students at the beginning of the year and then teaches to close any learning gaps. The science teachers used prior state examinations from grades four through eight to obtain the baseline data. Dedicated attention is given to reading a test carefully and knowing how to break apart a question and annotate directions. Writing is infused across all content areas, and students learn how to provide appropriate concrete detail for scientific content.

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[1] A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area, or an entire teaching staff.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Serving specialized populations
Anticipated enrollment for specialized populations has been an ongoing challenge for Pinecrest Academy St. Rose. Students receiving free and reduced-priced lunch (FRL) were at 31 percent for the 2022-23 school year according to the NSPF and 28.2 percent for the 2023-24 school year. English learners (ELs), remain below 5 percent and students on an individual education plan (IEP) were 8.1 percent for the 2022-23 academic year and have trended slightly downward to 7.7 percent for 2023-2024.

Competitive district salary
According to leadership, hiring licensed, qualified teachers is a persistent challenge due to a national teacher shortage and is compounded by the pay discrepancy offered by the local school district, which is difficult to compete against.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue efforts to increase enrollment with special populations
SPCSA staff recommend Pinecrest Academy St. Rose continue efforts to increase enrollment with special populations. The SPCSA is committed to "equitable access to diverse, innovative, and high-quality public schools for every Nevada student," as indicated in the mission statement. Within the SPCSA Strategic Plan, one of the goals is to provide equitable access to charter schools. SPCSA staff can be available to discuss the next steps with school leadership and the governing board if desired.

Quality and purpose of questions to increase student voice in the classroom
SPCSA staff recommend Pinecrest Academy St. Rose consider utilizing student voice in a more intentional and meaningful manner. While noting students were intellectually engaged in appropriately structured, differentiated, and paced lessons allowed high student engagement as a strength at Pinecrest Academy St. Rose, there is always room for improvement. Pinecrest Academy St. Rose continually strives for all classrooms to be distinguished. On the *Classroom Environment and Instruction Observation Rubric* (p.16 of this report), the category of "Using Questioning and Discussion Strategies" (p.17), three of the 30 observed classrooms were designated proficient, 19 were marked highly proficient, and two were observed to be distinguished. A distinguished classroom in the "Using Questioning and Discussion Strategies" section indicated that the students initiated higher-order questions during instructional time, and the teacher built upon and used the student responses to question and deepen student understanding. Students extended the discussion, enriching it, and virtually all students were engaged. Pinecrest Academy St. Rose may want to consider the following:

a) Implementing higher level questions and discussion techniques throughout lessons to foster learning for all students.
b) Implementing new ways of engaging students in the learning process.
c) Providing all students with challenging and differentiated instruction.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no strong recommendations for Pinecrest Academy St. Rose during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies for Pinecrest Academy St. Rose during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[2]	2
Family Members, Parents, and Guardians	8
Faculty and Staff	14
School Leadership	7
Students	12

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[2] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Pinecrest Academy of Nevada Board members participated in the focus group. The board is comprised of six members, and the group is looking to add another member soon. The board has members with backgrounds that include a retired educator, counselor, school administrator, chancellor for higher education, real estate, finance, and a parent representative. The participants shared that all members had completed the required board training requirements. The board has two subcommittees: the athletics committee, which oversees the sports programs and facilities; and the app and vendor review committee, which evaluates and recommends educational apps and vendors for the schools. The board meets every six weeks, and some members visit the schools regularly.

The members emphasized their support and trust for the leaders of every campus under the Pinecrest Academy of Nevada network, which includes six brick-and-mortar campuses and one virtual program. One member stated, "School leaders work together and embody the mission and vision of the schools," elaborating that one school leader who worked for a Pinecrest Network School in Florida moved to Nevada, worked as an assistant principal under the supervision of a Pinecrest Academy of Nevada Leader, earned a promotion, and currently serves as the principal for one of their schools.

A member highlighted the board's commitment to fostering a deep sense of community, attributing that much of the student success at the Pinecrest Academy Network of schools in Southern Nevada is due to the collaborative approach of all stakeholders, which the building leaders guide with a high sense of trust and responsibility. The member shared, "We are proud of our families, scholars, staff, and leaders." The group highlighted that the Pinecrest network of schools recently completed a fundraising event that raised over a hundred thousand dollars earmarked for special projects and to foster dual enrollment programs, a testament to the community's support and involvement.

A portion of the focus group delved into the board's proactive approach to managing challenges, including the need to address teacher salaries, and some discrepancies were precisely noted compared to the local school district. A member emphasized the board's proactive strategy to provide holiday bonuses and stipends for staff to promote teacher retention within the Pinecrest network of schools. However, the board member elaborated that these bonuses and stipends are budget-dependent, citing another challenge of adjusting to the uncertainty of the future of federal grant funding opportunities or lack thereof. The members also shared the challenge of finding a location for the Pinecrest Academy of Nevada Springs campus and their action steps to secure a more permanent location or purchase and redevelop the current site, demonstrating the board's proactive and strategic approach to challenges.

The board evaluates the school leaders annually and participates in their self-evaluation. This process involves a comprehensive review of the leader's performance, including their ability to meet academic goals, manage the school's budget, and foster a positive school culture. The members also shared that they work closely with their Educational Management Organization[1] (EMO) to ensure the schools operate efficiently to serve their stakeholders.

Focus Group Summary: Family Members, Parents, and Guardians

Parents and guardians participating in the focus group said the school's ability to provide quality instruction was very good because the school did not see students as numbers but as people and prepared students for high school and college. Family members said the teachers were deeply encouraging and good at blended learning. One parent said her children had been enrolled at Pinecrest Academy St. Rose for a number of years, and in her experience, the teachers "celebrated children's learning, often encouraging them to complete a task while pushing them academically." A few parents disagreed, sharing a different experience. One parent said her child had difficulty with homework and was frustrated not understanding the work. There was no one available to ask for assistance. Several middle school family members expressed feeling that homework is excessive for middle school grades. One parent vocalized, "What students are being tested on routinely does not match up with what the students are completing in class during the day." Family members named several software platforms the school uses to communicate with families, including Infinite Campus[3], ClassDojo[4], MyEducationData[5], and the school newsletter, the Panther Periodical.

Family members shared they feel welcome at the school as the school feels family oriented. Members of the participant group said several parents decided to pursue teaching after their children enrolled at Pinecrest Academy St. Rose and now either teach or substitute for the school. One parent said, "Everyone feels included. Students attach to other adults here, not just their teacher." Parents said the adults at the school know the students well and speak with them, knowing their individual personalities.

Pinecrest Academy St. Rose hosts many events in which families can participate, such as monthly picnics where parents can eat lunch with their children. Other events include Trunk-or-Treat, Fall Festival, mother-son dodgeball, family movie night, ornament painting, and bingo. The school offers a variety of competitive and recreational sports programs as well as clubs that extend to all grades, including kindergarten. Parents are also encouraged to attend the morning huddle where they can have one-on-one time with the teacher.

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[3] Infinite Campus is a web-based program providing families the ability to view academic information for their children.
[4] ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos and direct messaging directly to parents and students.
[5] MyEducationData is an online platform that provides parents with easy access to their child's academic information, offering a comprehensive overview of their child's performance, attendance, and other key details, all in one secure and user-friendly location.

Focus Group Summary: Faculty and Staff

Staff said they were motivated to stay and work at Pinecrest Academy St. Rose for the small community feel. Pinecrest Academy St. Rose has high teacher retention. Many of the teachers and staff in the focus group stated they had children who attended Pinecrest Academy St. Rose, and they applied to work at the school because they enjoyed the atmosphere and feel of the school. A few of the staff applied for teaching licensure after their children began attending Pinecrest Academy St. Rose.

Teachers and staff indicated they use data to create classroom small groups. One teacher explained, "We are always looking at data. We look at the standards we are working on. We look at RTI[6] data. We hold students accountable, ourselves accountable, parents accountable." Teachers said they often utilize Kagan[7] strategies during instructional time to ensure students are engaged in the learning and doing the heavy work in the classroom. Teachers described early grades look a bit different than older grades; students are given sentence stems rather than going directly into DOK[8] questions. One teacher said, "I don't want to do anything unless it is impactful. I am always looking at data."

Staff shared that members of the leadership team often visit classrooms, so much so that students are not distracted. One teacher said, "When I substituted here prior to completing my teaching licensure, I was surprised administration checked on me and asked how my day was going. In all my years as a substitute, no one had ever reached out before." Several staff expressed that members of the leadership team frequently leave notes that spur new teaching ideas and were available to administer a lesson. One teacher said, "I have been in education over 20 years. and last year was the first year I ever had someone from administration come in and teach a lesson hands-on and demonstrate how something is done."

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[6] RTI Response to Intervention is an educational framework that uses a multi-tiered system to identify students who are struggling academically or behaviorally and provides them with increasingly intensive interventions based on their needs.

[7] Kagan's instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

[8] Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they're learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.

Focus Group Summary: School Leadership

Members of the leadership team reported high teacher retention at Pinecrest Academy St. Rose with only two out of the 60 faculty and staff being replaced for the 2024-25 academic year. The principal indicated district salary was the deciding factor for the people who chose to leave, stating, "It is difficult to compete even though charter schools are public schools as well. The funding is just not treated the same." The high retention provides stability across grade bands and continuity for curricular lesson building. "Grade bands have built a rapport, and strategies can now be nuanced and differentiated to a granular level," one member of the leadership said. Another member of the leadership team agreed and noted that novice teachers need time to acclimate to the school's culture and climate, learn the curriculum, the flow of the school day, and the personalities of colleagues, and students.

Members of the leadership team shared the unique academic probation policy initiative in middle school. The program was described as holding students accountable according to the set academic goals. A grade report is run every three weeks by a member of the leadership team, and any student, and their parent(s) who have a grade of D or F are then scheduled to meet with an academic advisor. School supports are discussed at that meeting. One team member said, "At least 50% of the students placed on probation are brought off within a week. Students turn in their late work or attend tutoring." Students make efforts to get off academic probation quickly, as being on academic probation limits their abilities to attend field trips and participate in other school activities. Members of the leadership team said the academic probation policy has been very positive and generated a lot of conversation at the school amongst the students.

The leadership team spoke about the drop in English language arts (ELA) proficiency, which decreased from 91 percent to 86 percent in elementary grades. The principal shared the school did as a whole did not teach any differently. "We talked about pulling small groups consistently and focusing on RTI[9] and really looking at i-Ready[10] student data. All of our target indicators were not showing any difference. We rely a lot on our winter data. i-Ready aligns quite well with the SBAC[11]."

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[9] RTI Response to Intervention is an educational framework that uses a multi-tiered system to identify students who are struggling academically or behaviorally and provides them with increasingly intensive interventions based on their needs

[10] i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

[11] The Smarter Balanced Assessments (SBAC) measure student progress toward college and career success in grades three through eight. They are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card.

Focus Group Summary: Students

Students reported recently being proud of themselves for learning in math how to convert fractions to decimals, convert a liquid to volume, finding the radius of a circle, and finding the diameter of a circle. In ELA, students said they were learning pronouns, the Jane Shaefer method of writing an essay, as well as how to write argumentative and persuasive essays. In social sciences, they were reading about the westward expansion of the United States.

Students shared that the most important thing a teacher can do to assist students learn was to have an actual one-to-one actual involvement with the students. One student said, "I want teachers to know me and guide me: be a real role model. Be honest with me, not baby me, but help me through it, respect me." Several students in the focus group said teachers do these things at Pinecrest Academy St. Rose. One student in the focus group said that was not his/her experience. Students were asked if teachers respected the students, and students agreed. Some students said students do not respect teachers, and described a few student misbehaviors such as shouting out, humming, and bringing toys in. One student said, "Some kids goof-off until we lose our recess." A few other students said some teachers need some help with classroom management.

Students said there were opportunities for students to offer feedback to some teachers on improving lessons after an examination or a unit. One student said, "Some teachers ask us, 'How can something be retaught, or what do we need to learn again?'" Students indicated that they complete learning goals through a tracker. One student reported, "We have a reward system through MAP[12]."

Students were thoughtful when asked if they had suggestions for changes or improvements to the learning environment for the school. Students said they would like a dedicated or larger band room. They described the current space as being shared when others are eating lunch, and it is difficult for students in the back row of the band configuration to hear the band leader's instructions. Students said there is also insufficient room for everyone who wants to be in the band to be included. Several middle school students suggested they would like a snack break as going for four hours before eating was challenging. Selecting electives for middle schoolers was also problematic, as many of the classes filled up quickly. Most of the students in the focus group suggested having a dedicated person motoring the restrooms was a good idea, stating the restrooms were prone to vandalism. Examples were provided, such as the walls being written on, fixtures being broken, and general uncleanliness.

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[12] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

Classroom Environment and Instruction Observation Rubric

A total of 24 elementary and 6 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 26	TOTAL: 0	TOTAL: 0	TOTAL: 2
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 24	TOTAL: 0	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction Observation Rubric

A total of 24 elementary and 6 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 24	TOTAL: 0	TOTAL: 0	TOTAL: 4
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 19	TOTAL: 3	TOTAL: 0	TOTAL: 6

Classroom Environment and Instruction Observation Rubric

A total of 24 elementary and 6 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 23	TOTAL: 3	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 1	TOTAL: 26	TOTAL: 0	TOTAL: 0	TOTAL: 3

Classroom Observations and Additional Comments

In a middle school science class, students worked on a project using their devices. The students were allowed to demonstrate their learning by creating a project. The students were highly engaged and self-directed. The teacher actively monitored the class while the students used their time efficiently.

In a lower elementary classroom, students worked on their math skills by completing a mixed fluency timed activity (multiplying by 11's). They were provided with three rounds of fluency practice using a worksheet, each lasting one minute. After each round, the students tallied their correct responses. The students were highly engaged and focused. The teacher facilitated the session and actively monitored the classroom, encouraging the students to refer to their personalized goals. The teacher then transitioned the students to learn about measuring length and plotting data on line plots.

Students revised essays on their laptops in one middle school classroom. In revising their essays, students added bold statements to 'hook' the audience and added evidence by embedding research. The instructor emphasized the importance of taking one's time to revise, support the claim, give evidence, and supply concrete details and descriptive examples. The instructor provided examples on the projector for the students to see. The lesson's objectives, focus, standards, and daily goals were visible, written in student-friendly language, and projected on a screen to the right of the whiteboard for students to reference the entire class period. Students were engaged, on-task, and asked questions as they worked. The instructor walked through the room, answering student questions and speaking to the whole class when two or more students had the same question. The instructor continually reinforced how important it was to take time and reflect when writing was important.

In a middle school math class, students spoke with a partner and used a formula to solve the area of a triangle. The instructor monitored student progress by walking through the room, checking on students' progress, and listening to students as they explained how they solved each equation. Students were engaged and on-task. The daily objectives and goals were written in student-friendly terms and visible throughout the class period.

The students reviewed the calendar, including the days of the week and months. They sang several songs related to these topics. They also practiced a sight word for the day, reading a sight word book that featured it. Throughout the activities, the students eagerly participated, dancing and engaging with enthusiasm.

Students in a middle school class completed a study guide in preparation for a unit test. The study guide included vocabulary, algorithms, drawings, and guided questions. Class time was provided for students to complete the activity, and the instructor walked around the room to monitor student progress and assist students as needed. Several students utilized the time to complete the study guide, while some chose to chat with their peers and be off task.

The students completed a worksheet focused on the sight word "went." They practiced writing the word multiple times and composed a sentence using it. They worked quietly, followed the teacher's prompts, and remained focused throughout the lesson, with no student discussion.

Students created a graphic organizer in preparation of developing a brochure in a social studies classroom identifying the features of a mining town/ghost town. Students were engaged in the research of selecting an existing geographical town, identifying the vocabulary of a mining town, describing mining culture, and the economic impact of their existence before the town was abandoned.

The students practiced retelling an informational text they had read by copying the teacher's writing from the board. While working, they discussed puppies but did not engage in conversation with one another. They followed the teacher's cues attentively and remained focused on the task.

In an elementary music specials classroom, the teacher displayed and reviewed the essential question and displayed the "I can statement." I can identify and sign the five pitches—do, re, me, fa, so, lati, do. The instruction was explicit, and the lesson was well-paced, with high levels of student engagement.

The learning targets, essential questions, and academic vocabulary for each subject were clearly displayed on the board. During ELA instruction, students transitioned into "centers," where they engaged in various activities, including sorting words, graphing them, watching a video on vowel sounds, and reading a fiction story with the teacher. Each student had their own book, listened to the teacher read aloud, and then identified new vocabulary words.

An adult spoke with students in the hallway about behavior and safety issues. The adult spoke in a calm manner asking each of the students to explain what happened, what they thought about the actions, and what could happen if safety and rules were not in place. She listened as each of the students spoke. She then explained to the students the reasons for safety and rules and then asked them what they thought about the rules and safety. The students listened carefully and thoughtfully.

Students smoothly switched back and forth between a whole class discussion facilitated by the teacher, speaking with their shoulder partner, sharing responses with the class and writing on individual whiteboards. Students were engaged and eager to participate in the English language arts lesson on Greek root and base words.

Students worked independently on their computers, completing i-Ready math lessons at their own pace. Meanwhile, the teacher provided individual support to a student and offered encouragement to the class. The teacher also monitored students' progress, looking for those who had earned their "green light" on i-Ready. After about 10 minutes, the teacher gave directions for centers, which included reading a book, completing i-Ready reading lessons, and participating in group activity focused on academic vocabulary or possessive pronouns.

Students worked in centers on various activities, including defining words, using them in sentences, completing i-Ready lessons, and working with the teacher on variant vowels. The classroom remained quiet throughout the session, which may have limited opportunities for student discourse.

Elementary students worked on completing a formative math assessment on comparing fractions. As the students progressed through the test questions, they were expected to use their metacognition to label (with a star) questions they had difficulty solving so the teacher could help them prepare for the upcoming summative test. The teacher actively monitored the students, providing guidance when

needed, and the students displayed a high level of commitment to the task. After the practice test session, the teacher reviewed the test questions while the student's made corrections to questions, they answered incorrectly.

In a resource classroom, three students worked with two teachers on different math activities. One student received guided support using cubes to solve one-digit subtraction problems. Another student worked with a teacher, rolling dice to determine multiplication problems to solve. The third student worked independently on i-Ready on her computer. Both teachers were highly encouraging to their students throughout the lessons.

In an upper elementary classroom, students compared decimal numbers in a word problem to determine which person had greater hair growth. The teacher provided clear and explicit instruction, guiding students through a structured strategy. She engaged students by asking targeted questions and using cold calling to check for understanding. The final question required higher-order thinking and involved a two-step process, adding rigor to the learning experience.

Students used physical movement and verbal reasoning to play a class game of "Would You Rather?" involving all five senses and opinions in one elementary class. Students were encouraged to use the words 'reason,' 'opinion.' and sensory words for each of the five senses as they made a personal selection each time the teacher placed a new choice on the whiteboard. The teacher asked students to volunteer their answers. There was a missed opportunity for students to follow up when a student offered their reasoning for a selection.

Students enthusiastically explained that they were constructing homes out of popsicle sticks designed to withstand an earthquake simulation. Highly engaged in the lesson, they collaborated in groups to build their structures, demonstrating teamwork and problem-solving skills.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommends that Pinecrest Academy St. Rose continues to work on the recruitment and enrollment of specialized student groups, such as students with an IEP, English learners, and students receiving free or reduced-price lunch.	Leadership reported that students with IEP remain enrolled at around 8 percent. The EL population continues to be enrolled at around 3 percent. The FRL enrolled population increased to 35 percent.	The SPCSA site evaluation team recommends the school continue to work on increasing the enrollment of special populations. This has also been noted as an ongoing challenge.
SPCSA staff recommends that Pinecrest Academy St. Rose increase student voice in the classroom to move from highly proficient to distinguished on the classroom rubric.	This recommendation was not addressed during the site evaluation.	The SPCSA site evaluation team finds the school must continue to work on student voice in the classroom.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.