

Minutes

November 14, 2021

Welcome – Debbie Clary, Chair called the teleconference meeting to order at 1PM.

****Notification of the teleconference meeting was advertised on the Pinnacle Classical Academy website and notification was posted on the front doors of the school building.**

In attendance: Debbie Clary, Wes Westmoreland, Dr. Shelly Bullard, Jeff Zeigler, Jayson Philbeck, Betsy Harnage, Wendy Clary, Bobby Deermin, and Phyllis Nowlen were in attendance.

Conflict of Interest Statement In accordance with the State Government Ethics Act, it is the duty of every board member to avoid both conflicts of interest and appearances of conflict. If any board member has any known conflict of interest or appearance of conflict with respect to any matters coming before the board today, please identify the conflict or appearance of conflict at this time, and refrain from any participation in the particular matter involved.

Adoption of Agenda Motion made by Wes Westmoreland and 2nd by Betsy Harnage. All Approved.

Approval of Minutes Jayson Philbeck made a motion to approve the minutes of the October 10, 2021 Meeting, Bobby Deermin seconded the motion, and the minutes were approved by the board.

Public Comments Persons wishing to appear before the Board during this portion of the meeting should register their name and the subject they wish to address with the Secretary prior to the beginning of the meeting. Each presentation will be limited to three (3) minutes. The Board is interested in hearing your concerns, yet speakers should not expect comment, action, or deliberation on subject matter brought up during the public comment segment. Topics requiring further investigation will be referred to the appropriate board committee. **No one from the public was in attendance.**

Administration Reports

Dean of Elementary Education Report to the Board of Directors Presented by Mrs. Wendy Clary

November 2021

Action Items:

- None

New Hires for K-3

- Mr. Clay Hastings has been hired as a second grade teacher.

Community Support

- Landmark Baptist Church will be hosting and conducting the Good News Club for the

2021-2022 school year.

- It will start for K-3 students on November 16th, 2:45-4:00.
- Students must have parental consent to attend and parents are responsible for transportation.
- Volunteers will observe and enforce school protocol for Covid-19.

Professional Learning Communities

- The K-3 campus has implemented lab sites to help foster professional development and growth. This model is designed for teachers to observe fellow teachers in the classroom with their students. The focus is made known and teachers are prepared with what to look for as the lesson unfolds in real time.
- A debriefing session takes place immediately after the lesson with the host teacher. Observers are encouraged to ask questions and make observations. Connections to current curriculum and classroom management are noted.
- This model fosters trust among the staff and encourages reflection and growth.
- Each grade level had a half day planning session on 11/9 or 11/10. Due to the recent changes in grade level structure and personnel, it was important for each team to have uninterrupted planning time to inspect pacing guides and plan for new curriculum.

Beginning Teachers Program

- Beginning Teachers will meet on Thursday, November 18 at 3:45, in the gym. The focus this month will be Self Care. This topic is extremely important because teachers need to understand how to balance work and personal life. Teacher retention is a focus of Pinnacle as we move forward. Through learning how to implement self care strategies, teachers will be less emotional and more objective.

Recruitment

- Pinnacle Classical Academy participated in the Appalachian State Career Fair on October 22nd. We have since hired one of the students and have scheduled another to hire for next school year. This was the first in-person ASU fair since Covid-19.
- Mrs. Jackson is working with Gardner-Webb University, UNC-Charlotte, and Lenoir-Rhyne to schedule observations in the hopes of securing student teachers in the future. The plan is to be able to host student teachers with the opportunity to hire at the end of their placement.

Campus Safety & Health

- A Code Red Drill was conducted on 10/26.
- A parent letter was sent out in advance of the drill.
- Continued mask wearing will
- Immunizations in Kindergarten Health Assessments were all turned in.
- There was a donation of 2500 pediatric masks from a K-3 parent.
- Covid cases are better at this time. We did not see a huge spike after Halloween like expected.



4-12 Report to the Board of Directors

**Presented by
Mrs. Angela Brooks
November 2021**

Action Items:

- None at this time

Curriculum and Academics:

- Dr. Martin, Mrs. Deaton, and I have laid out the schedule for next year. All of the sections we plan to offer have been accounted for and we will now work on scheduling classrooms and periods for these courses. We are excited about being able to include a Rhetoric course, an AP Calculus course, and a Physics course. The addition of these courses will allow us to fulfill our mission and provide our students an opportunity to be successful in STEM related fields. I am sure there will be a few tweaks to the schedule once students have registered, but we feel confident with the outline we have developed so far.
- During the High School PLC teachers decided to continue our mission, purpose, and desire to promote a collegiate atmosphere for our students. Due to COVID we have been unable to take students to various college campuses, etc.; therefore, the high school teachers decided that we would host a college day for all high school students in the fall on November 22nd. Dr. Martin is arranging for several colleges to attend either in person or virtually. We are excited to be able to continue to offer this to our students.
- Mrs. Owens has been working with the Pinnacle Choir on a Veteran's Day special. They have done an excellent job and I have included their video for your viewing pleasure. We are grateful for the work she has put into both the choir and band.
 - [HowDoYouTellAVeteranThankYou?](#)
 - <https://www.youtube.com/watch?v=IgrMgjfRHuQ>

Professional Development:

- Our staff participated in a lecture presented by David Bobb from the Bill of Rights Institute on Monday, November 8th at the Lyceum. He was very informative and well received by the faculty. I am excited about the ability to develop a partnership with the Bill of Rights Institute as I know that this opportunity has the potential to take Pinnacle students to another level in their thinking.

Extracurricular and Events

- Student Government:
 - The Student Government Association, sponsored by Mr. Kauder, have been very busy. They have proposed several items that have been approved by the administrative team including the following:
 - Student Sections at all Home basketball games. Students will dress as requested to show their Pinnacle pride. The first home game was Pink Out in honor of breast cancer awareness.
 - November 12th is Epilepsy Awareness Day
 - Student Government is also helping Mr. Gosey and Ms. Bradshaw coordinate the first ever Pinnacle Pep Rally.

- Homecoming:
 - Homecoming will be the week of November 29th - December 3rd. Please mark your calendars as we will be hosting a variety of events that week that I am sure you will not want to miss!

Monday	America Monday
Tuesday	Neon Tuesday
Wednesday	Western Wednesday
Thursday	Jersey Day and anything but a backpack
Friday	Spirit Day

- **School will be dismissed at 11:30 on Friday, December 3rd for our first ever Pinnacle Homecoming Parade in uptown Shelby!** The parade will begin at 2:00 and we can't wait to see all our students and families fill the streets of Shelby in their black and red. We would love to have representation from the Board if you are able to attend.

- Students and families will then be able to return to the 4-12 campus gym to cheer for our basketball teams. The game schedule is as follows: JV game starts at 4:30, Varsity Girls game begins at 5:30, and Varsity Boy's game begins at approx 7:00. The Homecoming Ceremony will take place between the Varsity Girl's and Boy's game. Again, if any members of the Board we would love to have you present.

- Homecoming week will conclude with a dance that is open to all 9th-12th grade students at the Banker's house on Saturday, December 4th at 7:00. Tickets are on sale now for the Homecoming Dance.

- We are hoping to unveil our school mascot at the Homecoming game, but would like to give you a little preview.



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- **Shelby Christmas Parade:**
 - We are also in the process of completing our application to be in the Shelby Christmas parade on December 19th. We would like to have 2 floats (one for extracurricular activities and one for athletics). We are also hoping to have a car for the Pinnacle Homecoming King and Queen as well. Banners and car magnets have already been made for this event.
- **Special Awards and Recognitions:**
 - One of our seniors, Daniel Briceno, has made it past the first round in the QuestBridge scholarship. The National College Match is a college admission and scholarship process through which high-achieving, low-income students can be admitted early with full four-year scholarships to QuestBridge college partners.
 - Maggie Deviney was presented with the ACE award by the Exchange Club on October 11, 2021. The Shelby Shopper included a picture of her with Dr. Martin at the meeting. I have included the link in this report. Maggie has been a student at PCA since 2013 and we are happy to be able to celebrate this achievement with her and her family. <http://www.epageflip.net/i/1425878-november-04-2021/3>.
- **Senior Activities**
 - College Application Week was October 18th-22nd. Dr. Martin is working with the guidance counselors to promote College in all of our grade levels. We were especially excited about Tuesday, October 19th. This was a day that our seniors completed their FASFA forms, participated in mock interviews with various community members, and applied to colleges. Mr. Dearmin came and assisted with this day and we appreciate his and all the other volunteers who took time to help that day.

- o Our seniors have completed 97 applications and have received \$1,550,000 in scholarships as of 11/8/2021. This is a great start for the Class of 2022 and we are excited for each of them.



Enrollment Trends

A Report to the Board of Directors of Pinnacle Classical Academy

November 8, 2021

Jeff Ziegler, Dean of Academics

Historic Enrollment Trends

	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
Pinnacle Classical Academy	1077 (ADM) / 1079 (PMR)	1083	987	891	736	581	469	370	308
Cleveland County Schools	13746	13674	14196	14293	14520	14737	14968	15118	15064
private schools	available in 2022	153	135	149	154	153	143	136	130
home schools	available in 2022	1927	1678	1560	1540	1454	1374	1259	1144
total K-12 students in county	available in 2022	16837	16996	16893	16950	16925	16954	16883	16646
Pinnacle Classical Academy's market share of students educated in the county	available in 2022	6.43%	5.81%	5.27%	4.34%	3.43%	2.77%	2.19%	1.85%

Source (2021-22): "Average Daily Membership and Membership Last Day by LEA (ADM & MLD),"

<https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/demographics-and-finances/student-accounting-data#average-daily-membership-and-membership-last-day-by-lea-adm--mld>

Classical Foundations Program (CFP) Update
November 8, 2021

1. T. K. Coleman of the Foundation for Economic Education has produced videos related to the school's ten values. The third (on reality) was shown on October 8, and the fourth (on reason) will be shown on October 12.
2. Professor Antony Davies (Duquesne University) spoke to high school students on the afternoon of Thursday, October 14, in the Lyceum.
3. David Higham Associates, which holds the copyright to Dorothy Sayers's works, has granted us permission to reprint *Lost Tools of Learning*, the essay on which our charter is based, and the Ayn Rand Institute has done the same for *Teaching Johnny to Think*. Wes Westmoreland and Jeff Ziegler have completed drafting *Dare to Soar*, a book in which *Lost Tools of Learning* and *Teaching Johnny to Think* will be reprinted, and the book is in the editing stage.
4. On October 14-16, the Classical Liberals in the Carolinas' 2021 Annual Conference took place in Shelby. Some of the events on October 15 took place at Pinnacle Classical Academy. The topic of the conference was "A Free Market Approach to Education"; Jeff Ziegler and Dr. Bullard were part of a panel discussion devoted to K-12 school choice.
5. David Bobb (Bill of Rights Institute) and Lily Tang Williams (Victims of Communism Foundation) are scheduled to be our principal lecturers this year. The lectures are scheduled for **November 8, 2021** (Dr. Bobb) and **January 31, 2022** (Ms. Williams).

The schedule for November 8:

- 11:15 senior lunch
 - 1:30-2:30 talk to high school students in Lyceum
 - 3:45-4:30: event for faculty in Lyceum
 - 6:00: dinner
6. Mr. Robert Luddy has agreed to be our 2022 graduation speaker on **Saturday, June 4, 2022**. His biography:

<https://www.johnlocke.org/person/robert-l-luddy/>

Robert L. Luddy is a business and educational entrepreneur. A graduate of LaSalle University and a U.S. Army veteran, Luddy purchased a sheet metal shop in 1981 and transformed it into CaptiveAire Systems, leading manufacturer of commercial kitchen ventilation systems in North America. Today, CaptiveAire employs over 1000 employees, with 90 sales offices nationwide and sales over \$300 million in 2015. However, Bob Luddy is more than just a businessman, he is a champion for children's education and a school choice advocate.

In 1998, Bob established Franklin Academy, a public charter school in Wake Forest, which now serves over 1,200 K-12 students. In 2001, Bob founded St. Thomas More Academy, a private Catholic college preparatory high school in Raleigh. In 2007, Bob opened Thales Academy, a growing chain of independent Pre-K-12 schools offering high-quality education at an affordable tuition. The Luddy Schools are quickly growing, with nearly 3,000 students enrolled throughout the Raleigh area.



**Headmaster Report to the Board of Directors
Presented by Dr. Shelly Bullard**

November 2021

Action Items:

- State Mandated Monthly Mask Vote
- Approve the Summer Learning Plan as provided for the 2021-2022 school year.
- Budget Amendments (BNA's)

Jayson Philbeck made a motion to approve the PCA mask policy as presented, approve the Summer Learning Plan and the budget amendments that were presented, Wes Westmoreland seconded the motion, and all were approved by the board.

Curriculum and Academics:

- **Goals for the year**
 - Increase Student Growth and Achievement - 85% proficiency as a school
 - Increase PCA Pride
 - Create a Positive School Culture
- **Teacher Observations**
 - The first round of teacher observations has started. Beginning teachers (1-3 years experience) will have 4 observations during the year. Teachers who are new to PCA but have over 4 years experience will have 2 observations. Teachers who have 4 or more years of experience will have 1 observation.
- **Professional Development**
 - Individual teacher meetings have been held to discuss teacher growth and proficiency goals. I strongly believe this makes a valuable impact on the instruction and commitment that we see from our teachers.
 - Our staff participated in a lecture presented by David Bobb from the Bill of Rights Institute on Monday, November 8th at the Lyceum.

Testing:

- We are preparing for the end of course testing for the fall semester. We will also complete our winter iReady diagnostic prior to Christmas break.

Special Student Populations

- Our ELL students have been identified and are receiving services.

- We are continuing to identify students with disabilities. These students are being placed well within the 90 day timeline and receiving services.

Finance:

- Financial information is attached. We continue to be in a strong financial position.

Human Resources:

- Ms. Jessica Dover, 4th grade teacher, has resigned effective October 29.
- Ms. Megan Richardson, a December graduate of ASU, will be starting with us December 13. Parents have been informed and introduced to Ms. Richardson and she has begun working with the 4th grade team. I look forward to what she brings to our school.

Community Relations

- Weekly Events Update is posted on Facebook and the Headmaster's web page each Friday to highlight events and important dates for the next week.
- Landmark Baptist Church will be hosting and conducting the Good News Club for the 2021-2022 school year.

Athletics

- Report is attached

Legal / DPI:

- **Charter Renewal**
 - We have entered into year one of our charter renewal process. Below is a brief overview of what the next 2 years will look like.
 - At the end of this report I have attached the DRAFT of our Self Study that is due to OCS November 30.

August -December

Cohort 1

I New Renewal cohort is established through email groups using NC Eddie (OCS)

J Renewal Self-Studies are due (See exhibit on page 1) (School)

Discuss any compliance issues that were present at the time of the renewal request (OCS, School)

I Renewal Fee of \$500.00 is due

! Training is conducted (OCS)

II Review Self-Study submissions (OCS)

Schedule Renewal Site Visits (Virtual model developed during COVID-19)- Receive Site-Visit Feedback (OCS)

iii Compliance meeting is held to discuss Renewal schools (DPI)

Cohort 2

- Renewal Site Visits are completed by September (See exhibit on page 2)(OCS, School)
- Compliance Team Meeting is held to discuss Renewal schools (DPI)
- Consultant communicates with schools regarding any compliance issues prior to the annual Renewal Report (OCS)
- Annual Renewal Report (OCS)
- CSAB Renewal Interviews with schools not falling in the guidelines of 10-year Charter Agreements (OCS, CSAB, Schools)
- CSAB presents Renewal recommendations to SBE (OCS, CSAB)

January- June

Cohort 1

Renewal Site Visits are completed by May to

C) respect EOG testing and resumed in August if needed (See exhibit on page 2) (OCS, School)

Compliance meeting is held to discuss Renewal schools (DPI)

Cohort 2

- BE approves SAB's renewal
- Renewal Site Visits are completed by September (See exhibit on page 2)(OCS, School)
 - Compliance Team Meeting is held to discuss Renewal schools (DPI)
 - Consultant communicates with schools regarding any compliance issues prior to the annual Renewal Report (OCS)
 - Annual Renewal Report (OCS)
 - CSAB Renewal Interviews with schools not falling in the guidelines of 10-year Charter Agreements (OCS, CSAB, Schools)
 - CSAB presents Renewal recommendations to SBE (OCS, CSAB)

August -December

Cohort 1

II

Cohort 2

- Renewal Site Visits are completed by September (See exhibit on page 2)(OCS, School)
- Compliance Team Meeting is held to discuss Renewal schools (DPI)
- Consultant communicates with schools regarding any compliance issues prior to the annual Renewal Report (OCS)
- Annual Renewal Report (OCS)
- CSAB Renewal Interviews with schools not falling in the guidelines of 10-year Charter Agreements (OCS, CSAB, Schools)
- CSAB presents Renewal recommendations to SBE (OCS, CSAB)

January- June

Cohort 1

Cohort 2



- State Board of Education considers renewal recommendations
- SBE approves or requests stipulations to CSAB’s renewal recommendations
- Renewal schools await final term conditions
- Charter Agreements are produced, and the signature process is completed by June 30th of the given year and uploaded into Epicenter

- **Submissions to DPI**
 - Monthly reports on the expenditure of COVID Funds.
 - Quarterly reports on specific COVID funds
- **EpiCenter**
 - Board Membership List
 - LIEP Service Chart
 - Audit
- **State Mandated Monthly Mask Vote***
 - It is the recommendation of the administrative team that the mask policy will remain in place for PCA. In order to be proactive and to take every present resource available to protect the safety and welfare of our students and staff. We will continue to honor normal medical exemptions based on CDC Guidelines.

Enrollment Report

- **Enrollment at 20th day**
 - As of the 20th day of school, we had 1079 students enrolled.
- **Student Attrition Rates**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Beginning	308	370	472	578	725	878	970	1082
End	271	361	461	568	717	830	947	1008
Attrition	12%	2.4%	2.3%	1.7%	1.1%	5.6%	2.4%	7%

Rate								
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- **2022-23 Enrollment**

- As of November 11th, we have received 56 Initial Application for the 2022-2023 school year. This is higher than where we were last year with 42 Initial Applications. The majority of them are kindergarten (35)

Grade Level	Initial Apps
K	35
1	1
2	4
3	3
4	3
5	1
6	1
7	2
8	0
9	3
10	2
11	0
12	0

Upcoming Dates:

- 11/16 - Good News Club
- 11/19- Progress Reports go home
- 11/22 - College Application Day
- 11/23- Parent Conferences
- 11/24-11/26-Thanksgiving Holiday
- 11/29-12/3- PCA Homecoming Week

- o 12/3- Early Dismissal @ 11.30
- o 12/3- Homecoming Parade @ 2:00
- o 12/3 - Homecoming Games
- o 12/4 - Homecoming Dance

Board Report

Athletic Department

11/8/21

Prepared by: Brandon Gosey

bgosey@pinnacleclassicalacademy.com

Basketball:

Our Basketball season is officially underway. After a huge turnout for tryouts, we have 3 teams currently competing: JV Boys, Varsity Girls and Varsity Boys. We had our first home game of the 2021/2022 season on 11/5/21. We had a very large and spirit-filled PCA crowd.

According to Mrs. Wood, from the finance department, we brought in a total of \$1,286.80 for the night. After subtracting the money spent for concessions etc., it was estimated that we made \$734.57 profit.

Our JV Boys and our Varsity Girls walked away victorious. Our Varsity Boys fell short.

Swimming:

Mrs. Barnes and her swim team officially began practice on 11/1/21 at the Dover YMCA. PCA has over 20 students participating. Mrs. Barnes is still working on a meet schedule. We will share the meet schedule with you once it's completed.

Cheerleading:

Coach Harrell continues to do an excellent job with our Cheerleading team. They will be participating at all of our home games and possibly a couple of our close away games.

PCA/Athletic Department: Inclusive Initiatives

Player of the Week:

On Monday of each week, the Athletic Department will announce our "PCA Player of the Week." A player from each in-season team (that had a game/contest), will be nominated by their coach for this designation.

The criteria is noted below:

At Pinnacle Classical Academy, we would like to recognize our student-athletes whose effort, desire, sacrifice and contribution has made a difference to their team, coaches and teammates

throughout the week. Unlike most recognition awards these nominations represent much more than just personal achievement on the court of play.

Great teams have players willing to take on new roles and support others for the greater good. By receiving this award, the player has demonstrated great character, leads by example, has a willingness to put others first, made sacrifices or other valuable contributions to the success of their team that is not always recognized.

S.C.O.R.E

Over the next few weeks, the Athletic Department will begin unveiling its mentoring program called (S.C.O.R.E) - Our mentoring program will provide opportunities for our high school athletes (11-12) to be positive role models both on and off the court. Mrs. Richardson has agreed to assist Mr. Gosey in this program as it will focus on building positive relationships with our 4th and 5th graders.

SCORE stands for: Student-Athletes Creating Opportunities to Reach all Eagles. We are excited about the upcoming opportunities this program will allow. On 11/8/21 we provided Mentor applications to 11-12th grade athletes



Ask The Coach:

At PCA, we understand that the future of our athletic program currently sits in your classroom! The Athletic Department would like you to join us in a project called: "Ask The Coach." I have shared a Google Form with you below. Throughout the season, our (In-Season) coaches will take a few minutes on a regular basis to answer questions from your students. Please use the form below to submit questions to our coaches from your students. We will email you back their answers. We will

do our best to answer as many questions as possible in a timely manner. We look forward to hearing from your students soon!

<https://forms.gle/W6c9piywuPyBqZYN6>

National Anthem:

The Athletic Department is looking for talented Eagles to sing or play the National Anthem at our upcoming and future sporting events. Mr. Will Brooks, PCA Basketball player, will kick us off at our basketball season opener (Friday, November 5th).

Please email Mr. Gosey if you're interested in auditioning: bgosey@pinnacleclassicalacademy.com

Basketball Volunteers Needed:

With the return of Basketball to PCA, the Athletic Department is in need of volunteers to assist with the operations of our upcoming home basketball games. Will you consider helping us? We currently need volunteers to help sell tickets and concessions. As always, our game schedule is subject to change due to various reasons. PCA will contact you if your assistance is no longer needed. As always, thank you for supporting PCA Athletics.

<https://www.signupgenius.com/go/10c0f4da9a929a5f4c07-pcabasketball>

Baseball Proposal Update:

The Athletic Department is currently waiting on Royster Fencing to begin work on the recently approved batting cages. Due to a recent influx in workload, we are having to wait on their availability to begin the project. The Athletic Department will keep you updated on the status of this project.

As always, please don't hesitate to email or call if you have any additional questions or if you would like any additional information on the items noted above.

Have a Great Thanksgiving,

Brandon Gosey



Summer Program Plan
2021-2022

Charter School Name: Pinnacle Classical Academy

Charter School Number: 23A

Purpose of the Summer Program: Pinnacle's summer program serves students who have difficulty mastering required core content and skills. The summer program is designed to deliver a specific curriculum in a condensed time, emphasizing the mastery of the student's deficiency. Pinnacle Classical Academy will offer a summer program for students needing additional practice to improve functional skills in reading or mathematics. The program will be provided free of charge for current PCA students who do not achieve a score of proficient on the End-of-Grade or End-of-Course Math I, Math III, Biology, or English II assessment. Current Pinnacle Classical Academy teachers will provide instruction.

The expectation for the Summer Program:

- Be available to all students
- Be purposefully constructed courses
- Have regular interactions with a teacher
- Provide timely and meaningful feedback to students
- Have assessments that provide evidence of learning aligned to course expectations
- Have content aligned to standards and local curriculum
- Provide for monitoring of student engagement
- Provide for monitoring of assignment and course completion

The date for Parent Notification of Summer Program: May 27, 2022

Student Eligibility Criteria:

Grade Levels: 3 -

12

Assessment Types: Reading, Mathematics, Science, Biology, English

Initial Test Proficiency: Score of Not Proficient

Regular Academic Calendar:

Last Day for Students: May 27,

2022 Last Day for Staff: June 3,

2022

Summer Program Instruction:

Instruction Dates: June 6-8,

2022

Number of Instruction Days: Three

Instructional Hours/Minutes Per Day: 4

Total Number of Instructional Hours: 12

Summer Program Testing:

Testing Date: June 9, 2022

Number of Testing Days: 1

Arrangements for Security of Test Materials: Processes are in place to ensure the testing program is administered in adherence to security and ethical practices. All assessors will be trained by the School Test Coordinator (STC) using the *Testing Code of Ethics*, the *Testing Security Guide*, and the appropriate *Test Administration Guide*.

Test materials will be received by the STC upon delivery to the school. The materials will be stored in a locked storage closet; the STC is the only key holder. The following measures will be taken to ensure the security of test materials:

- The assessors will check materials out by 8:00 am on Thursday, June 3, 2021, from the Conference Room.
- Assessors will sign the Materials Distribution Sheet to verify the receipt of materials from the STC.

- The assessors will keep the materials in their possession until returning to the STC.

- Assessors will return materials to the STC immediately following the conclusion of the test session.
- Students requiring additional time will have their materials collected by the assessor and transported to an alternate location for completing the test.
- The STC will check-in materials in the Conference Room.
- The STC will sign the Materials Distribution Sheet to verify the receipt of materials from the Assessor.

Testing Plan

Each grade level will be assigned to a specific testing location, including the Upstairs Media Center, Downstairs Media Center, and teacher classrooms. Rooms will also be available for testing students with accommodations. A detailed Testing Plan will be created and list the room number, assessor name, student name(s), and accommodations (if applicable).

Date of Board Approval: _____

Testing Coordinator Signature: _____

Headmaster Signature: _____

THE NORTH CAROLINA CHARTER SCHOOLS SELF-STUDY

I. School Information

School Name	Pinnacle Classical Academy
Mailing Address	2401 Joes Lake Road
Primary Contact Person	Dr. Shelly Bullard
Primary Contact Title	Headmaster
Phone	704-740-4040
Fax	704-487-8616
Email	sbullard@pinnacleclassicalacademy.com

II. Board Information

Contact Name	Debbie Clary
Term of Office	12/1/11-12/31/24-(should this be the term as chair?)
Mailing Address	2401 Joes Lake Road, Shelby, NC 28152
Phone	704-740-4040
Fax	
Email	dclary@pinnacleclassicalaadeemy.com

III. Executive Summary

A. Mission and Vision

Include the mission and vision as stated in the initial charter application or a revised mission statement that has been formally approved by the State Board of Education.

Mission: The Mission of Pinnacle Classical Academy is to provide all students with a premier college preparatory education built on the foundation of the Core Knowledge Sequence, emphases of STEM courses and 21st Century Skills, good

citizenship and classical education in collaboration with committed parents, inspiring educators and motivated students.

Vision:

Beyond the Mission

Pinnacle Classical Academy offers more than an exemplary college preparatory education. PCA embodies a philosophy, a passion and a strongly held belief that the purpose of education is to teach a student to live by developing the mind to think, to understand, to integrate, to prove. He must be taught the essentials of the knowledge discovered in the past, and equipped to acquire further knowledge by his own effort.

Vision

Pinnacle Classical Academy will prepare all students to be intellectually active, civically engaged, and learned individuals who are prepared for future academic and career success.

Values

At Pinnacle, ten core values represent our overarching beliefs, and the core of our teaching. Values provide the context for how we make decisions and operate our school, as well as the values we intend to instill in our students. Values enable us, as individuals, to live, be successful and achieve happiness. At Pinnacle, our values enable us to achieve our mission and purpose.

These ten values are consistent with one another and integrated into a sound framework of staff and student character, judgment, success and happiness. To fully act on one of these values, one must also act consistently with the other values. Our focus on values grows from our belief that ideas matter and that an individual's character is of critical significance.

Our values are integrated into not only how we operate, but into what we teach.

Character

With regard to character, honesty is the bedrock value. Without honesty there is no trust. Without trust there is no organizational or societal growth, because there are no relationships. Honesty is not relative; rather, it is an absolute value. Integrity is about living out honesty and other values on a consistent basis.

1- Honesty

Being honest is simply being consistent with reality. To be dishonest is to be in conflict with reality, which is self-defeating. A primary reason individuals fail is because they become disconnected from reality, pretending that facts are other than they are. To be honest does not require that we know everything. However, we must be responsible for saying what we mean and meaning what we say.

2- Integrity

Because we have developed our principles logically, based on reality, we will always act consistently with our principles. Regardless of the short-term benefits, acting inconsistently with our principles is to our long-term detriment. We do not, therefore, believe in compromising our principles in any situation. Principles provide carefully thought-out concepts that will lead to our long-term success and happiness. Violating our principles will always lead to failure.

Judgment

Judgment is about thinking clearly and making rational decisions for yourself. It is about dealing with the facts, the reality. This means exploring the facts yourself, not basing your decisions on public opinion. It's about taking the facts and the appropriate time to use reason and having the courage to make independent decisions. Independent thinking supports sound judgment, personal responsibility, and creativity.

3- Reality(Fact-based)

What is, is. If we want to be better, we must act within the context of reality (the facts). Businesses and individuals often make serious mistakes by making decisions based on what they “wish was so” or based on theories that are disconnected from reality. The foundation for quality decision-making is a careful understanding of the facts.

4-Reason(Objectivity)

Clear thinking is not automatic. It requires intellectual discipline and begins with sound premises based on observed facts. We must be able to draw (and teach to draw) general conclusions in a rational manner from specific examples (induction) and apply general principles to the solution of specific problems (deduction). We must be able to think (and teach to think) in an integrated way to avoid logical contradictions. We cannot all be geniuses, but each of us can develop mental habits to ensure that when making decisions we carefully examine the facts and think logically without contradiction in deriving a conclusion. We must learn to think in terms of what is essential (i.e., about what is important). Rational thinking is a learned skill that requires mental focus and a fundamental commitment to improving the clarity of our mental processes.

5- Independent Thinking

All students are challenged to use their minds to the optimum to make rational decisions. In this context, each of us is responsible for what we do and who we are. While we learn a great deal from each other and teamwork is important at Pinnacle, each of us thinks alone. Each of us must be willing to make an independent judgment of the facts based on our capacity to think logically. Just because the “crowd” says it is so, does not make it so. Each of us is responsible for

our own actions and personal success or failure. In addition, creativity is strongly encouraged and only possible with independent thought.

Creativity is not about just doing something differently. It is about doing something better. To be better, the new method/process must be judged by its impact on the whole organization and whether it contributes to the accomplishment of our mission. There is an infinite opportunity for each of us to do whatever we do better. A significant aspect of self-fulfillment, which work can provide, comes from creative thought and action.

Success

Success is about productivity, working together as a team, and a sense of justice. We value individuals who will produce at an individual level. Success is about the commitment to get the job done and doing what needs to be done. It's about going beyond the call of duty. We also recognize that individuals often accomplish results working with and through others, through teamwork. Successful individuals support their team and fellow associates to ensure the team accomplishes all it can. In a free enterprise system, and a capitalistic society, we believe justice should prevail. Those who produce the most should earn the most.

6- Productivity

PCA is committed to producing thoughtful students, who in turn are productive individuals. The tangible evidence of our productivity in the short term is student performance in various testing and achievement models, and in the long term, success in college and career.

It is through the long term productivity of our alumni, their success in life, that Pinnacle will ultimately be judged. Our mission is dedicated to producing the mental resources necessary for our students to become productive individuals, thus successful in their lives and careers.

7- Teamwork

While independent thought and strong personal goals are critically important, our work is accomplished within teams. Each of us must consistently act to achieve the agreed-upon objectives of the team, with respect, while acting in a mutually supportive manner.

Our work at Pinnacle is complex and requires an integrated effort among many people to accomplish important tasks. While we are looking for self-motivated and independent thinking administrators, faculty and staff, these individuals must recognize that almost nothing at Pinnacle can be accomplished without the help of their team members. One of the responsibilities of leadership in our organization is to ensure individuals are rewarded based on their contributions to the success of

the total team. We need outstanding individuals working together to create an outstanding team.

8- Justice(Fairness)

Individuals should be evaluated and rewarded objectively (for better or worse) based on their contributions toward accomplishing our mission and adherence to our values. Employees who contribute the most should receive the most; just as students who achieve the most should receive the highest academic awards.

If we do not reward those who contribute the most, they will leave, and our organization will be less successful. More importantly, if there is no reward for superior performance, the average person will not be motivated to maximize his productivity.

In evaluating other people, it is critical that we judge based on essentials. At Pinnacle we do not discriminate based on nonessentials such as race, gender, nationality, etc. We respect individuals and value the diversity of their backgrounds, experiences and perspectives. We do discriminate based on competency, performance and character. We consciously reject egalitarianism and collectivism. Individuals must be judged individually based on their personal merits, not their membership in any group.

Happiness

While good character and sound judgment typically lead to success, ultimately, most of us are searching for a sense of happiness for those we care about and ourselves. Happiness is the result of finding a purpose in life that drives us to be passionate about its accomplishment. We search for the answer to the key question in life, which is “why am I here?” When we find clarity about our purpose, we begin to see the answer to this life-changing question. Happiness, then, is about a sense of self-esteem and pride in how we live our lives. Self-esteem is our internal value or intrinsic scorecard of how we live our lives. When we seize opportunities to take action and do the right things to accomplish our purpose, we earn positive self-esteem. We take pride in our success, accomplishments and how we live life. By developing positive self-esteem and taking pride in our work, accomplishments, and life, we can ultimately achieve happiness, and teach our students how to achieve happiness in their lives.

9- Esteem(Self-motivation)

We expect our faculty and staff to develop positive self-esteem from performing their work well. We want individuals who have strong personal goals aligned with a clear purpose and who expect to accomplish their goals within the context of our mission.

A necessary attribute for self-esteem is self-motivation. We have a strong work ethic. We believe that you receive from your work in proportion to how much you contribute. Although there are many trade-offs in the context of life, our faculty and staff need to be clear that Pinnacle is the best place, all things considered, to work to accomplish long-term goals. Individuals are motivated by a dynamic and integrated set of physiological safety, social interaction, self-esteem, and self-actualization needs. We strive to create an environment where our associates have a substantial amount of their needs met while helping accomplish the PCA mission (i.e., they are motivated by their work). When this occurs, our faculty and staff can be more productive and achieve their personal goals as well as their students.

10- Pride

Pride is the psychological reward we earn from living by our values, performing meaningful work, and accomplishing positive results. We take pride in helping our students achieve success. Sharing knowledge is important work. We believe in celebrating our successes. Each of us must perform our work in a manner such that we can be justly proud of what we have accomplished. High achievers commit fully to this end. Pinnacle must be the kind of organization with which each employee, student and parent can be proud to be affiliated.

IV. Goals and Objectives

Provide a copy of your school's goals for the next five years. This should include at least one academic, one financial, and one operational goal. These should be written as SMART goals. If your school has a strategic plan you may attach it.

PCA Strategic Plan

Goal 1 (Academic):	
<i>Improvement Strategies</i>	
Strategy 1:	
Action Steps:	
Strategy 2:	
Action Steps:	
Progress Indicators:	
Milestone Dates:	
Professional Development:	

Assigned Implementation Team:	
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Goal 2 (Financial):	
<i>Improvement Strategies</i>	
Strategy 1:	
Action Steps:	
Strategy 2:	
Action Steps:	
Progress Indicators:	
Milestone Dates:	
Professional Development:	
Assigned Implementation Team:	

Goal 3 (Operational):	
<i>Improvement Strategies</i>	
Strategy 1:	
Action Steps:	
Strategy 2:	
Action Steps:	
Progress Indicators:	
Milestone Dates:	
Professional Development:	
Assigned Implementation Team:	

V. Education Program

- A. Curriculum a. Name or describe the curriculum design your school presently uses.

The focus of PCA is to offer a comprehensive academic agenda utilizing educational programs and teaching methods for which there is data available that indicates evidence of success. Among the concentrations and programs to be utilized are the following:

- Core Knowledge Sequence --a content-rich learning experience for all students.
- Classical Education—to assist students in developing their critical thinking and logic skills.

- STEM—a heavy emphasis on the courses in science, technology, engineering and mathematics in order to prepare students for the future workplace.
- Cultural Arts—courses in all areas of the arts/music and an emphasis on all students experiencing the enrichment to their lives through the arts.
- Character Education—integrity and service to others will be an overlay in the total school program.
- 21st Century Framework and Skills – critical thinking skills in all content areas to produce globally competitive students.

The Core Knowledge Sequence, a collaborative and seamless education program, has been chosen to augment the North Carolina state curriculum. Making use of the Core Knowledge Sequence will provide a solid coherent foundation for learning, while allowing flexibility to meet and exceed the NC accountability standards, including the North Carolina Common Core and Essential State Standards.

The Core Knowledge Sequence offers students a strong content base, which is sequenced to provide a solid background of knowledge. The specificity of the content eliminates gaps and repetitions. Through Core Knowledge literature and in-depth historical profiles, the curriculum allows those students, who have not had the opportunity, to acquire a wealth of background knowledge through life experiences and the opportunity to gain insight into the world around them. Students will be given multiple opportunities to investigate real-world situations by employing skills to critically assess their role in a global society. Students who have been exposed to an experientially rich environment will find the Core Knowledge Sequence provides them with challenging applications toward in-depth critical inquiry. The classrooms of Pinnacle Classical Academy will provide opportunities for student growth and enhance each student's understanding of the philosophical and cultural differences that are part of their community, state, and world.

Focusing on the classical education trivium of grammar, logic, and rhetoric will allow students to develop their cognitive abilities and become thoughtful and articulate learners that will be productive in a globally competitive society. By using classical education techniques, such as Socratic questioning, students will develop into independent thinkers and learners.

To further enrich the Core Knowledge Sequence and allow students the opportunity to continue developing and employing their logical and critical thinking skills, PCA will introduce students to STEM (Science, Technology, Engineering, and Mathematics) courses engaging them in hands-on activities

and real-world applications of classroom content. The content of these courses is an integral part of preparing students for higher education. The lack of mathematics study has been called the critical filter that prohibits some students from being able to pursue certain majors. Offering courses in STEM and encouraging all students to excel in these areas of the curriculum is a goal of PCA, knowing that skills in these disciplines are necessary if students are to be able to compete globally in the 21st century.

A strong emphasis on the cultural arts integrated into the academic content will be provided for all students at PCA. Character education will be emphasized along with positive discipline which will be integrated into the academic program and coincides with the classical approach to instruction.

Elementary:

English language arts, history/social sciences, math, science, art, and music will form the core of the elementary curriculum and will be aligned with topics specified by the Core Knowledge Sequence. A strong foundation in science, technology, and math will be formed to ensure each student's future continued success in their STEM coursework.

The cultural arts programs will include the integration of art and music with the academic areas of content. The appropriate introduction of the arts to young children develops a life-long appreciation for the areas and is imperative towards developing well-rounded individuals.

Technology training and computer utilization will be an integral part of the elementary school curriculum. It will be employed by teachers in their instruction and in student-produced work. The North Carolina Information and Technology state standards will be used as a guide. Ongoing evaluation of technology skill development and additional integrated practice will take place as necessary. Students will be required to use technology to prepare and enhance their presentations and projects, increase the depth of their academic search, and use technology as a tool to improve their educational opportunities and quality of life. Students will have adequate access to the school's technology resources thus assuring each student has the opportunity to meet classroom expectations.

Intermediate School:

The intermediate grades students will continue with their academic pursuits with teachers employing the best practices of intermediate school philosophy. Team teaching will allow for hiring teachers qualified in the discipline(s) in which they teach. It is in middle school that students will begin a deeper exploration into a variety of STEM topics in addition to the core subjects of English, history/social sciences, math, science, art and music.

High School:

Pinnacle Classical Academy’s high school academic program is organized on a semester block schedule (four 95-minute periods per day). A minimum of 26 credits are required for graduation. Required credits include: English (4), Math (4), Science (3), Social Studies (4), Latin (2), Logic & Rhetoric, Health/PE. Students also have the option to take part in a dual-enrollment program that can culminate in an Associate in Arts/Science degree from Cleveland Community College (60-61 credit hours). Available courses for % 2021 below.

Subject Area	Honors Courses	AP Courses/Dual Enrollment
English	English I, II, III, IV Logic & Rhetoric	AP Language & Composition (Grade 11), AP Literature & Composition (Grade 12)
		ENG 111 Writing & Inquiry, ENG 112 Research & Inquiry
Math	NC Math 1, 2, 3, 4	AP Statistics (Grade 12)
		MAT 171 Precalculus Algebra, MAT 172 Precalculus Trigonometry
Science	Earth & Environmental Science, Biology, Physical Science, Chemistry, Computer Science	AP Environmental Science (Grade 9), AP Computer Science-2 courses (Grades 11/12)
		BIO 111 General Biology I
Social Studies	Civics & Economics; World History (8th grade); American History I, II	AP Government & Politics (Grade 9), AP US History (Grade 11)
		PSY 150 General Psychology, ECO 251 Microeconomics, PSY 281 Abnormal Psychology COM 231 Public Speaking, SOC 210 Intro to Sociology, SOC 213 Sociology of the Family
World Language	Latin III, Spanish I and II, French I	SPA 111 Elementary Spanish I
Fine Arts	Visual Art (Proficient), Advanced Band	ART 114 Art History
Business		BUS 110 Intro to Business

Graduation requirements include students successfully completing four courses of English, four courses of history/social sciences, four courses of math, and at least three years of science in addition to two years of Latin, one year of art or music,

one course in logic and the successful completion of a senior rhetoric course and thesis.

High School students will be expected to exhibit their critical thinking skills in classroom discussions and assignments. Students will be required to give written and oral arguments on topics presented in all classes as part of their class assignments. The senior rhetoric thesis, a course required for graduation, will be the capstone of the school's curriculum. This involves students investigating a topic within their STEM focus and presenting written and oral arguments to a panel of judges. An internship will be highly recommended as a part of this project.

The curriculum offerings at PCA are to enhance students' abilities for admission to any institution of higher education they should desire and to be sure they are adequately prepared for any career path they wish to pursue. Programs such as STEM are recognized as providing the rigor needed for students to have gained the knowledge and skills needed for future academic pursuits.

High school students will be highly encouraged to help the surrounding area by volunteering 10 hours per year.

b. Is this the design submitted in the original charter application?

The majority of the curriculum outlined in the original character is currently being used at Pinnacle Classical Academy. There have been a few modifications over the course of ten years. Those changes were made over time to continue to improve student achievements as well as fully develop our K-12 program. In large part the changes were made due to state statute that encouraged dual enrollment as well as changes in the standard course of studies that could not have been foreseen when the charter was written.

c. If "No", please provide a brief explanation below.

Intermediate School:

- Pinnacle decided to offer Latin in high school, rather than in middle school as originally envisioned, in order to make this course a requirement for graduation and in order to allow students who transfer into our high school from other schools to take part in this essential part of our curriculum.

High School

- The passage of College & Career Promise legislation allowed the school to develop a robust partnership with Cleveland Community College as

Pinnacle Classical Academy (which opened as a K-6 school) added high school grades. This partnership has allowed half of the students in the class of 2020 and class of 2021 to graduate with an associate's degree along with a high school diploma. Because of the success of College & Career Promise, Pinnacle Classical Academy has, as of this time, elected not to pursue the International Baccalaureate program which was foreseen as a possibility in the charter application.

- Likewise, the passage of College & Career Promise legislation, and the ensuing partnership with Cleveland Community College (not foreseen at the time of the charter application), led the school to modify some of its elective requirements so as to allow students to earn associate's degrees.
- Due to COVID and local government regulations and suggestions, the required community service hours and internships became highly recommended but not required.

- B. Instructional Methodology and Techniques
- a. Summarize the instructional methodology or techniques used by your school (*i.e. direct instruction, hands on, experiential, expeditionary learning, etc.*)

Pinnacle Classical Academy will use Core Knowledge, as well as NC state standards, as guidelines for grades K - 8.

In grades 9–12, classroom curriculum and instruction will be based on Dorothy Sayers' Lost Tools of Learning, the classical education model, as well as North Carolina state standards.

The Core Knowledge Sequence focuses on four strands of Reading/ELA: Listening and Speaking, Reading, Writing, and Language Conventions. The state standards support these focus areas.

The Core Knowledge Sequence is used for the instruction of science in conjunction with the forthcoming North Carolina Essential Standards in science. The cumulative and spiraling nature of Core Knowledge allows for a deep and pervasive understanding of science topics. The content will be supplemented with hands-on activities and field experiences.

The Core Knowledge Sequence is used for the instruction of social studies. The cumulative and spiraling nature of this sequence allows for a deep and pervasive understanding of Social Studies topics being learned.

School-wide initiatives, such as monthly character virtues, guest speakers, and service opportunities are planned by the faculty to further emphasize the importance of positive character traits in everyday life. All aspects of the character education program support the community service requirements for middle and high school students.

Physical education and health education are provided for all grade levels. An emphasis is placed on developing an awareness and appreciation of life-long healthful activities.

Teachers at Pinnacle Classical Academy look to classical education practices in their approach to teaching. In the first stage, grammar, elementary students are ready to absorb information. In the second state, logic, teaching is less focused on facts as students in this stage begin to focus on the “why.” In the final stage of learning, rhetoric, high school students learn to write and speak with force and originality.

Pinnacle Classical Academy’s middle school and high school academic program is organized on a semester block schedule (four 95-minute periods per day). A minimum of 26 credits are required for graduation. Required credits include: English (4), Math (4), Science (3), Social Studies (4), Latin (2), Logic & Rhetoric, Health/PE. Students also have the option to take part in a dual-enrollment program that can culminate in an Associate in Arts/Science degree from Cleveland Community College (60-61 credit hours).

b. Is this the design submitted in the original charter application?

The original submitted charter application included the whole group/lecture approach as Pinnacle Classical Academy’s primary methodology, due to our commitment to the Classical Model. The middle school and high school grades continue to utilize the whole group approach. Whole group instruction ensures that every student is exposed to key concepts and new information on a particular topic. This approach helps establish a baseline for learning and assessment. In addition to whole group instruction, Pinnacle continues to employ a variety of instructional techniques as outlined in the original charter that supplements whole group instruction. Some of those include experiential learning, expeditionary learning, field experiences, etc.

c. If “No”, please provide a brief explanation below.

We know there is value in both whole group and small group instruction. Whole group instruction should occur first and should immediately be followed with

small group instruction. Small group instruction helps solidify the concepts learned in the whole group setting, allowing the teacher to identify struggling students, and take another approach with them to help them master the content. For this reason, we have added small group instruction in grades K-5 to strengthen student learning and solidify academic success of our students.

The current math curriculum used by K-8 teachers is Ready North Carolina Mathematics. Ready NC Math helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners.

Students in middle school and high school have moved from a six period day, that was originally stated in our initial charter, to a four period block schedule.

- C. Accountability a. Does the school use other evaluation instruments, other than State Tests, to assess student performance? (i.e. the Iowa tests, NWEA, MAP, MAT, etc.)

Pinnacle Classical Academy uses many instruments in addition to state tests to evaluate student performance.

- b. If "Yes", describe those assessments.

The BRIGANCE Early Childhood Assessment identifies the skills students need in order to be successful in school and helps teachers assess a student's strengths and needs. The assessment helps identify the students' present level of performance, set goals, and monitor their progress. The domains used in this assessment align with early learning standards to comply with IDEA.

In grades K-12, students identified as Exceptional Children take the Edmentum diagnostic in reading, English, and math. This data helps align IEP goals with state standards and allows EC teachers to provide individualized instruction in these areas.

In grades K-12, students identified as English Language Learners take ACCESS to measure listening, reading, speaking and writing. This helps the school determine their proficiency in English and provide appropriate services.

At the elementary level, benchmark data is collected on a routine basis to find students' instructional levels by assessing their reading skills with developmentally appropriate texts while recording reading behavior. This assessment provides fluency and comprehension data to guide small group instruction.

In grades K-8, students are given iReady diagnostics three times per year to assess reading and math according to state standards. These assessments guide whole and small group instruction, measure student growth, and provide insight as to how students may perform on state tests.

In grades 3-8, students are given NC Check-Ins three times per year to assess reading and math according to state standards. This includes 8th grade students taking NC Math 1. These assessments provide insight as to where students are in terms of state standards and predict how they may perform on state tests.

In grades 8-12, students are given the PSAT 8/9, PSAT 10, PSAT, and/or SAT. These nationally standardized tests measure college readiness in the areas of English, reading, mathematics, and writing. In addition, these assessments allow PCA to help provide access to college acceptances and scholarships for students.

In grades 9-12, students taking advanced placement courses are given AP exams. These exams measure college readiness and provide students with college credit.

In grades 10-12, students are given the PreACT and/or ACT. These nationally standardized tests measure college readiness in the areas of English, mathematics, reading, and scientific reasoning. These tests provide access to college acceptances and scholarships for students.

In grades 10-12, students are given the CLT10 and/or CLT. The CLT is an alternative college entrance exam. These exams measure reading, writing, and math skills. Scholarships are available to top performing students on these exams.

c. How does the school use student data to improve student learning and to raise the academic performance of all students?

Teachers use student data to help guide their whole group and small group instruction. Teachers are able to see how their students are performing and adjust instruction based on performance. The administration team meets with individual teachers to discuss class data, student performance, and to set goals for teachers.

Testing data is used to help determine what courses the students need to take in high school.

VI. Additional Information

Comments:

VII. Certify Submission

Type your name below to certify all information is accurate.

_____	_____	_____
Board Chair Name	Digital Signature	Date
_____	_____	_____
School Administrator Name	Digital Signature	Date

Board Updates

Miscellaneous Board Updates

New Business

Bobby Deermin’s one term as parent liaison is set to expire in December. Board members and Mr. Deermin gave kind words about the work that has been accomplished over the year.

Betsy Harnage, representative of the Nominating Committee, advised PCA parent Stephen Ray has been selected by the Nominating Committee to serve as the next Parent Liaison.

Betsy Harnage made a motion, Wes Westmoreland seconded, Stephen Ray was appointed for the 2022 Parent Liaison.

Old Business

Adjournment *Betsy Harnage made a motion to adjourn, and Wes Westmoreland seconded. Meeting was adjourned.*