



# **School Improvement Plan**

## **Palm Bay Elementary School**

**2026-2027**



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## Mission/Vision Statements of the School

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### **PALM BAY SCHOOLS VISION**

Empowering the lives of our learners.

### **PALM BAY SCHOOLS MISSION**

Provide authentic learning experiences, a collaborative, nurturing environment that will equip our students for academic and personal success through their educational careers and beyond.

Kindness, Responsibility, Respect, and Integrity are found in our school's core values and expectations. Individual worth and high expectations for all students are also part of this value system.

The school will adhere to the guiding principles as outlined in Section 1002.33(2)(a) of the Florida Statute by providing students with an educational opportunity that promotes high student achievement and flexibility. The school will offer students a learning model that focuses on the development of the whole learner, supports high academic standards, integrates technology in all aspects of learning, and promotes tolerance for others.

### **School Grade History**

| YEAR  | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|-------|-----------|-----------|-----------|-----------|-----------|
| GRADE | A         | C         | B         | B         | C         |



## Areas of Focus for 2026-2027 Based on Year end 2026 PM3 FAST/STARSchool Data

### 1. ELA Data STAR/FAST Spring 2026 Assessment

| Grade                              | Student Achievement Percent Proficient Overall |
|------------------------------------|------------------------------------------------|
| Kindergarten                       | 62%                                            |
| First                              | 75%                                            |
| Second                             | 67%                                            |
| Third                              | 51%                                            |
| Fourth                             | 73%                                            |
| Fifth                              | 63%                                            |
| Overall Average Proficiency in ELA | 65.2%                                          |

|                                            |       |
|--------------------------------------------|-------|
| Students with Disabilities ELA Proficiency |       |
|                                            | 60.5% |
| ELL Subgroup ELA Proficiency               |       |
|                                            | 58.3% |

#### 1.1.1 ELA Goal for 2026-2027

65% of tested kindergarteners, 1st graders ,ELL, and learners with disabilities will score at or above grade level proficiency in the ELA Spring PM3 Assessment. 80% of tested 2nd and 5th grade learners will score at or above grade level proficiency in the ELA Spring PM3 Assessment. 60% of tested 3rd and 4th grade learners will score at or above grade level proficiency on the ELA Spring PM3 Assessment.

#### 1.1.2 ELA Reading Strategies for 2026-2027 experiences for all students as measured by STAR/FAST grade level performance.

1. Dedicated time for Tier 2 and Tier 3 intervention in the master schedule.
2. Instructional target each day with monitoring of student work through purposeful, explicit feedback throughout daily lessons.
3. The administrative team will support teachers in data analysis of i-Ready diagnostic and summative assessment data to drive instruction.
4. Data Team will meet monthly to monitor student progress



5. Monthly data chats scheduled with teachers
6. Full inclusion school wide and implementing standards based ELA curriculum with ESE teacher to support our learners with disabilities.
7. Prioritize Independent practice daily along with monitoring the learning through emphasis on student work.
8. K-2 teachers will use visual aids, speak slowly and check for understanding with our ELL learners to improve language acquisition and ELA standards mastery.

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## 2. Math Data STAR/FAST Spring 2026 Assessment

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| Grade                               | Student Proficiency Achievement |
|-------------------------------------|---------------------------------|
| Kindergarten                        | 60%                             |
| First                               | 81%                             |
| Second                              | 90%                             |
| Third                               | 70%                             |
| Fourth                              | 56%                             |
| Fifth                               | 54%                             |
| Overall Average proficiency in Math | 68.5%                           |

|                                                        |     |
|--------------------------------------------------------|-----|
| Students with Disabilities Math Proficiency Grades 3-5 |     |
|                                                        | 48% |
| ELL Subgroup Math Proficiency Grades 3-5               |     |
|                                                        | 70% |

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### 2.1.1 Math Goal for 2026-2027

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65% of tested Kindergarten and 1st grade learners will score at or above grade level proficiency on Spring Math PM3 Assessment. 75% of tested 4th and 5th grade learners will score at or above grade level proficiency on Spring Math PM3 Assessment. 85% of tested 2nd



and 3rd grade students will score at or above grade level proficiency on Spring Math PM3 Assessment. 60% of learners with disabilities will score at or above grade level proficiency.

#### 2.1.2 Math Strategies for 2026-2027

1. Instructional target each day with monitoring of learner work through purposeful, explicit feedback throughout daily lessons.
2. Teachers will conduct an item analysis on summative assessments to guide reteaching.
3. Teachers will rely on data-driven instruction to ensure high quality learning experiences for all learners through use of i-Ready and classroom performance.
4. Teachers will work with the administration to analyze data and make action plans to increase student achievement.
5. Full inclusion school wide and implementing standards based Math curriculum with ESE teacher to support our learners with disabilities.
6. Dedicated time for Tier 2 and Tier 3 intervention in the master schedule.
7. Prioritize Independent practice daily.

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### 3. Science Data

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5<sup>th</sup> Grade      **Science State Assessment Spring    Percent Proficient\*\***

| 2022       | 2023       | 2024       | 2025       | 2026       |
|------------|------------|------------|------------|------------|
| <b>61%</b> | <b>25%</b> | <b>53%</b> | <b>31%</b> | <b>41%</b> |

#### 3.1 Science Goal for 2026-2027

60% of tested 5<sup>th</sup> grade learners will score at or above grade level proficiency on Spring State Science Assessment.

##### 3.1.1 Science Strategies for 2026-2027

1. Teachers in grade 3-5 will implement instruction with SAVVAS Science curriculum with fidelity to ensure high quality learning experiences for learners. Summative



assessment data in grades 3-5 will be analyzed to determine strengths and weaknesses of standards mastery.

2. 3rd - 5<sup>th</sup> Grade teachers will implement the use of Exact Path to provide reinforcement of science standards using benchmark assessments.
3. Teachers will work with the administrative team to analyze data and make action plans to increase student achievement.
4. Teachers will focus on science vocabulary for increased understanding of science concepts and content.
5. Prioritize Independent practice daily.

Person(s) Responsible: Patty Phillips (patty.phillips@palmbayschools.org), Heather Clark (heather.clark@palmbayschools.org), Janet Greathouse (janet.greathouse@palmbayschools.org)

#### **4 Positive Culture and Environment**

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| <b>Year</b> | <b>Attendance Percentage</b> | <b>Number of Office Referrals</b> | <b>Number of Minor Infractions</b> |
|-------------|------------------------------|-----------------------------------|------------------------------------|
| 2021-2022   | 93%                          | 280                               | n/a                                |
| 2022-2023   | 93%                          | 246                               | n/a                                |
| 2023-2024   | 92%                          | 183                               | n/a                                |
| 2024-2025   | 94%                          | 124                               | 172                                |
| 2025-2026   | 93%                          | 145                               | 213                                |

##### **4.1 Attendance and Behavior Goals for 2026-2027**

- The daily attendance rate will meet or exceed 95%.
- The number of ODRs will be reduced to 125 or less and the number of Minor Infractions will be reduced to 175 or less.

##### **4.2 Attendance and Behavior Strategies for 2026-2027**

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1. Employ a full-time Social Worker who will focus on teaching proactive strategies to increase positive behavior.



2. Employ an ISS para to decrease OSS number.
3. Meet with parent/guardians of students who have excessive tardies/absences and/or behavior issues.
4. Conduct monthly attendance celebrations.

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## **Title I Requirements**

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The school will adhere to the guiding principles as outlined in Section 1002.33(2)(a) of the Florida Statute by providing students with an educational opportunity that promotes high student achievement and flexibility. The school will offer students a learning model that focuses on the development of the whole student.

### **5.1 Professional Development Strategies for 2026-2027**

- Teachers will be trained in analyzing summative assessment data to make data driven decisions for instruction in ELA, Math, and Science.
- Teachers continue to use the “Monitoring the Learning” model and participate in coaching cycle; student work analysis to increase student achievement.
- Teachers will continue with a book study with The Joyful Teacher Strategies for Becoming the Teacher Every Student Deserves to increase the culture for clear expectations, structure, classroom management, student engagement, teacher-led instruction and student collaboration.

Person(s) Responsible: Patty Phillips (patty.phillips@palmbayschools.org)

### **5.2 Positive Culture**

***Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school’s mission and support the needs of students.***

The school completes a Parental Involvement Plan (PFEP), which can be found on the school website and as a hardcopy in the school office.

Palm Bay builds positive relationships through continuous communication (teacher or staff contacts, Remind, website, monthly newsletter, Charter Board meetings, and family events sponsored by the school).



***Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring, and other pupil services.***

The school will utilize a ISS paraprofessional, Social Worker, and the School Counselor to assist teachers and administration with the behavioral needs of students. Additionally, an academic intervention teacher, and/or paras, will be hired to assist students in academic areas of need.

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.***

The school will create and implement a Transition Plan for students moving from middle school to high school. The plan will include classroom visits, parent meetings, and materials to accelerate curriculum.

### **5.3 Recruitment/Retention of effective teachers**

***Describe the process through which school leadership identifies and plans to recruit/retain effective teachers.***

For recruitment:

Admins use an on-line employment-related search engine to search for applicants and post positions. The system has allowed for “new hires” who were planning a move to the area. In addition, positions are advertised via the Bay District Schools employment opportunities website. Administrators and faculty members maintain relationships with staff at local colleges (Florida State PC Campus, Chipola State College, and Gulf Coast State College), where jobs are posted and discussed with possible candidates.

For retention:

Principals celebrate teacher achievements via a weekly newsletter. Teachers are given positive feedback as a result of administrative weekly classroom walk-throughs. The principal builds relationships with all teachers; and is intentional about those relationships with the teachers who are highly effective as instructors.