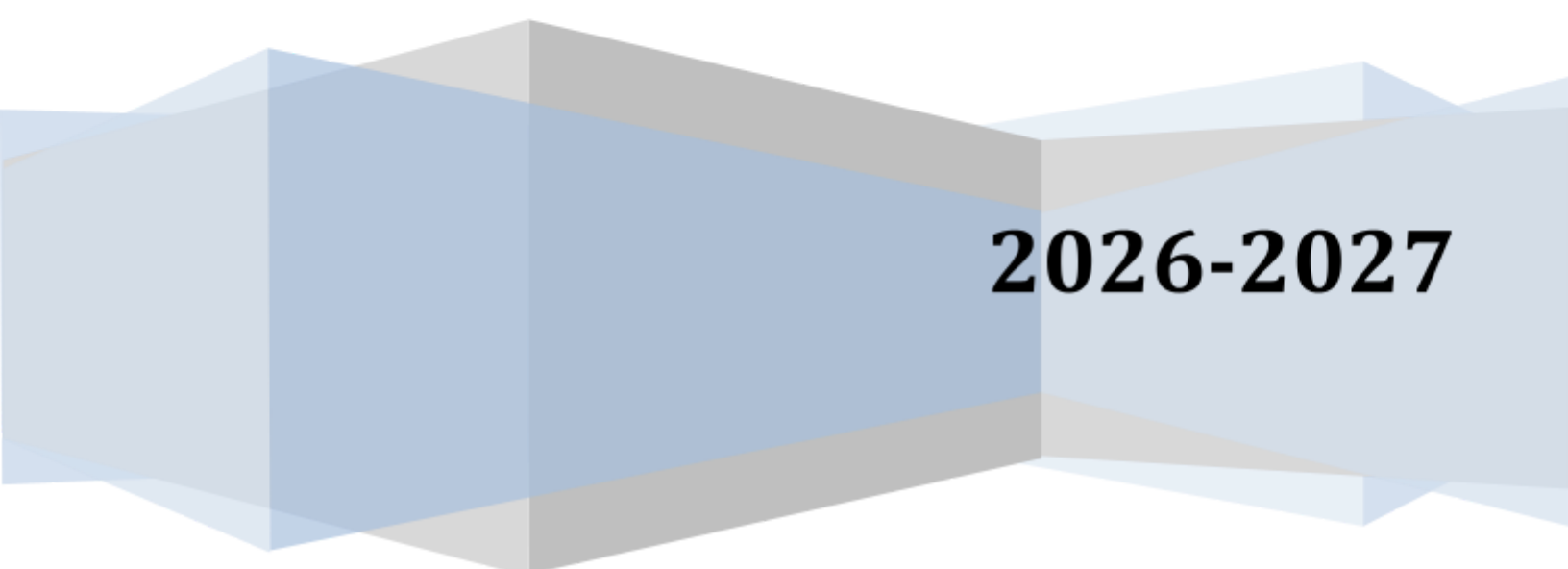


School Improvement Plan

Palm Bay Prep Academy



2026-2027

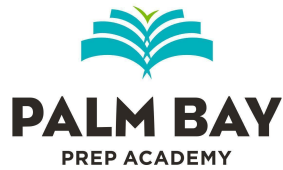
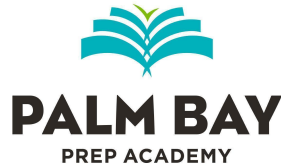


Table of Contents

Mission/Vision Statements of the School	3
Areas of Focus for 2026-2027 Based on School Data	4
1 ELA Data	4
1.1 ELA Reading Goals for 2026-2027	
1.2 ELA Reading Strategies	
2 Math Data	5,6
2.1 Math Goals for 2026-2027	
2.2 Math Strategies	
3 Science Data	6
3.1 Science Goals for 2026-2027	
3.2 Science Strategies	
4 US History/Civics Spring EOC Data	7
4.1 Social Studies Goals for 2026-2027	
4.2 Social Studies Strategies for 2026-2027	
5 Positive Culture and Environment	7,8
5.1 Attendance and Behavior Goals for 2026-2027	
5.2 Attendance and Behavior Strategies	
6 Title I Requirements	9
6.1 Professional Development Strategies for 2026-2027	
6.2 Positive Culture	



6.3 Recruitment./Retention of effective teachers	9
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Mission/Vision Statements of the School

PALM BAY SCHOOLS VISION

Empowering the lives our of our learners

PALM BAY SCHOOLS MISSION

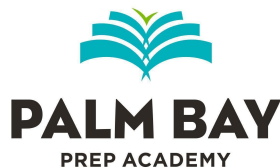
Provide authentic learning experiences, a collaborative, nurturing environment that will equip our learners for academic and personal success throughout their educational careers and beyond.

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 student, supports high academic standards, integrates technology in all aspects of learning, and promotes tolerance for others.

School Grade History

YEAR	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
GRADE	N/A	C	C	B	C	A



Stakeholder Involvement and SIP Development

Our SIP is developed with input from school staff, parents, Charter Board members, and administration. Parents are surveyed at the end of each school year and asked for input. As a Title I school, we send an annual Title I needs assessment and survey to all stakeholders asking for their input concerning the needs of our school.

1. School Data for 2025-2026

1.1. ELA Data - Spring 2026 PM 3 FAST Results

Grade	PBPA ELA Percent Proficiency		
Sixth Grade	81%		
Seventh Grade	85%		
Eighth Grade	66%		
Ninth Grade	67%		
Tenth Grade	100%		
School Average	79.8%		

Students with Disabilities ELA Proficiency	
	64.3%
ELL Subgroup ELA Proficiency	
	47.6%

1.1.1 ELA Goals for 2026-2027

1. At least 57% of tested 6th grade learners will score at or above grade level proficiency on the ELA Spring Progress F.A.S.T. Assessment. At least 70% of 7th, and 8th grade students will score at or above grade level proficiency on the ELA Spring Progress F.A.S.T. Assessment.
2. At least 70% of ninth and tenth grade students will score at or above grade level proficiency on the ELA Spring Progress F.A.S.T. Assessment.
3. At least 65% of our learners with disabilities will score at or above grade level proficiency on the ELA Spring Progress F.A.S.T. Assessment.
4. At least 55% of our English Language learners will score at or above grade level proficiency on the ELA Spring Progress F.A.S.T. Assessment.
5. Tested 6-10th grade learners will show learning gains at least 65% in learning gains in both the lower quartile and overall student achievement.

1.1.2 ELA Reading Strategies for 2026-2027

1. Instructional target each day with monitoring of student work through purposeful, explicit feedback throughout daily lessons.
2. Use i-Ready diagnostics to monitor and analyze data to drive instruction for acceleration, differentiation and remediation needs.
3. Dean of Instruction 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 with teachers
6. Full inclusion school wide and implementing standards based ELA curriculum
7. Prioritize Independent practice daily.
8. Provide cross disciplinary support within other subject context.

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

2 Math Data - Spring 2026 PM3 FAST Results

Grade	PBPA Math Percent Proficiency
Sixth Grade	68%
Seventh Grade	76%
Eighth Grade	57%
Algebra EOC	67%
Geometry EOC	81%
School Average	70

Students with Disabilities Math Proficiency	
	41.3%
ELL Subgroup Math Proficiency	
	66.7%

2.1 Math Goal for 2026-2027

1. 80% of tested Algebra I learners (grades 8-11th) will score level 3+ on end of year EOC.
2. 80% of tested learners of the Geometry EOC will score at or above a Level 3.
3. 65% of tested Middle School learners will score at or above grade level proficiency on the Math Spring F.A.S.T Assessment and learning gains will be at or above 60% in both the lower quartile and overall learning gains.
4. At least 55% of our learners with disabilities will score at or above grade level proficiency on the Math Spring Progress F.A.S.T. Assessment.

2.2 Math Strategies for 2026-2027

1. Instructional target each day with monitoring of learner work through purposeful, explicit feedback throughout daily lessons.
2. Use i-Ready diagnostics to monitor and analyze data to drive instruction for acceleration, differentiation and remediation needs.
3. Backward design for lesson planning along with spiral review.
4. Explicit instruction on megacognitive skills and higher order thinking
5. Prioritize Independent practice daily.
6. Provide cross disciplinary support within other subject context.

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

3 Science Data

Grade	PBPA Percent Proficient				
	2022	2023	2024	2025	2026
Eighth Grade	47	31	59	56	51
Biology EOC	65	70	65	77	74

3.1 Science Goals for 2026-2027

- 1.70% of tested 8th grade learners will score a Level 3 or higher on the NGSS Spring Science Assessment.
2. 70% of tested learners on the Biology EOC will score a Level 3 or higher.

3.2 Science Strategies for 2026-2027

1. Instructional target each day with monitoring of student work through purposeful, explicit feedback throughout daily lessons.
2. Increased number of lab activities in science courses.
3. Instruction through new Curriculum SAVVAS Integrated Science curriculum for 6th-8th grade
4. Use of Exact Path/Study Island resources to monitor benchmark mastery.
5. Collection of summative assessment data and item analysis with administration and instructional coaches to guide instruction to increase student achievement.
6. Prioritize Independent practice daily.
7. Provide cross disciplinary support within other subject context.

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



4 U.S. History/Civics Spring EOC Data

	2024	2025	2026
7th Grade Civics EOC	69%	63%	88%
US History EOC	38%	93%	100%

4.1 Social Studies Goals for 2026-2027

1. 85% of 7th grade learners will score a Level 3 or higher on the Civics EOC.
2. 85% of tested learners will score a Level 3 or higher on the U.S. History EOC.

4.2 Social Studies Strategies for 2026-2027

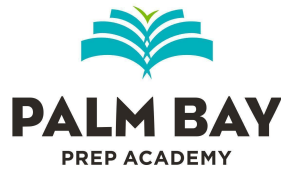
1. Instructional target each day with monitoring of student work through purposeful, explicit feedback throughout daily lessons.
2. Collection of summative assessment data and item analysis with administration and instructional coaches to guide instruction to increase student achievement.
3. Collaboration between history teachers weekly for feedback and share strategies to improve history instruction/engagement.
4. Prioritize Independent practice daily.
5. Provide cross disciplinary support within other subject context.

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

5. Positive Culture and Environment

Average Daily Attendance Data:

Year	Average Daily Attendance
2021-2022	91.7%
2022-2023	94.2%
2023-2024	92%
2024-2025	93%
2025-2026	93%



Annual Discipline Data:

Year	Number of Discipline Referrals	Number of ISS/OSS Days
2021-2022	209	160
2022-2023	194	96
2023-2024	211	ISS 143 /OSS 75 (218)
2024-2025	128/172 Minor Infractions	
2025-2026	232/283 Minor Infractions	

5.1 Attendance and Behavior Goals for 2026-2027

- Increase the average daily attendance rate to 95 %.
 - Decrease the number of Discipline Referrals by 10%.
 - Decrease the number of Minor Infractions by 10%
-

5.2 Attendance and Behavior Strategies and monitoring for 2026-2027

1. Employ an ISS para to decrease the number of out of school suspensions.
2. Provide teachers strategies and activities to build meaningful relationships during in-service and throughout the year during weekly meetings..
3. Collectively teachers create procedures and routines for their classrooms so that the expectations are clear in all rooms.
4. Administration will monitor discipline referral and discipline reporting through the Focus information center at weekly Student Support meetings.
5. Administration will monitor attendance through the Focus information center at weekly Student Support meetings. The School Counselor is responsible for contacting parents of students whose attendance falls below 90% and tracking their attendance.

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



6. Title I Requirements

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.

6.1 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, Science, and History.
- Teachers will go through a coaching cycle in “Monitoring the Learning” ; student work analysis to increase student achievement.
- Teachers will continue the book study 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)

6.2 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 an ISS paraprofessional, a 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.



6.3 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.