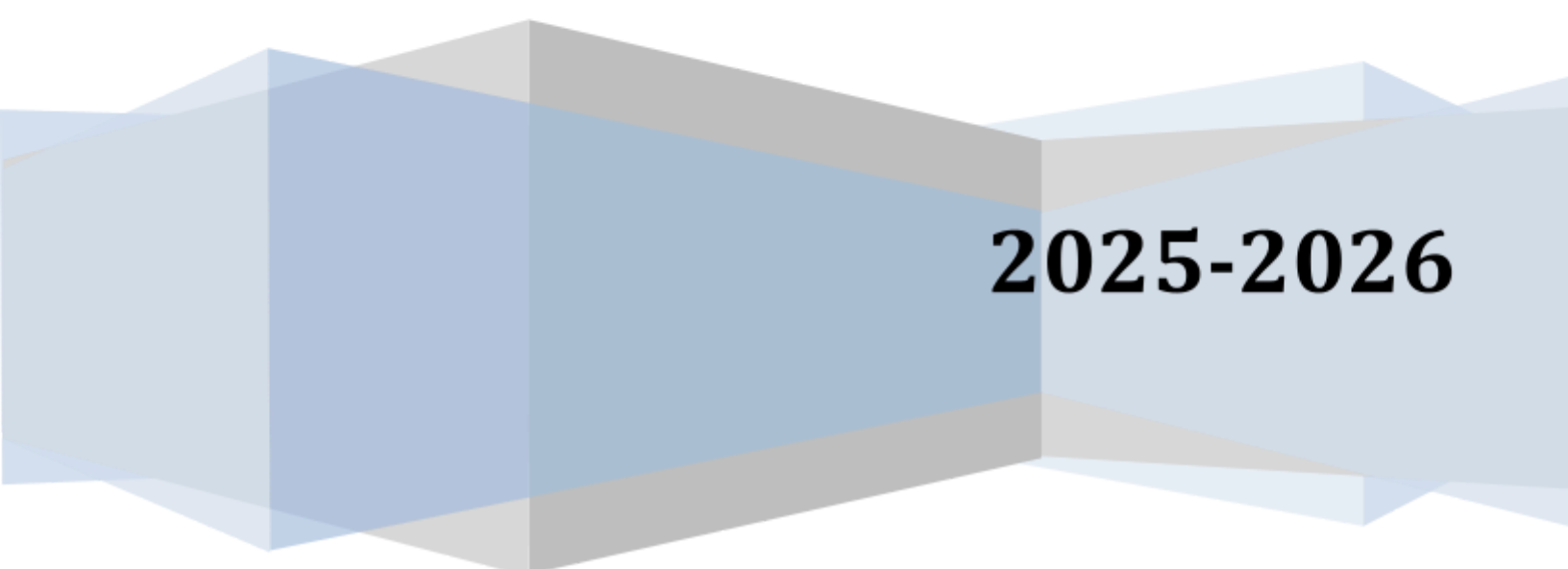


School Improvement Plan

Palm Bay Prep Academy



2025-2026



Table of Contents

Mission/Vision Statements of the School	3
Areas of Focus for 2025-2026 Based on School Data	4
1 ELA Data	4
1.1 ELA Reading Goals for 2025-2026	
1.2 ELA Reading Strategies	
2 Math Data	5
2.1 Math Goals for 2025-2026	
2.2 Math Strategies	
3 Science Data	5,6
3.1 Science Goals for 2025-2026	
3.2 Science Strategies	
4 US History/Civics Spring EOC Data	6
4.1 Social Studies Goals for 2025-2026	
4.2 Social Studies Strategies for 2025-2026	
5 Positive Culture and Environment	7,8
5.1 Attendance and Behavior Goals for 2025-2026	
5.2 Attendance and Behavior Strategies	
6 Title I Requirements	8
6.1 Professional Development Strategies for 2025-2026	
6.2 Positive Culture	
6.3 Recruitment./Retention of effective teachers	9



Mission/Vision Statements of the School

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 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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
GRADE	N/A	N/A	C	C	B	C



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 2024-2025

1.1. ELA Data - Spring 2025 FAST

Grade	PBPA ELA Percent Proficiency
Sixth Grade	63%
Seventh Grade	58%
Eighth Grade	67%
Ninth Grade	71%
Tenth Grade	43%

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1.1.1 ELA Goals for 2025-2026

1. At least 65% of tested 6th, 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 60% of our students with disabilities will score at or above grade level proficiency on the ELA Spring Progress F.A.S.T. Assessment.
4. At least 50% 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 students 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 2025-2026

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

Person(s) Responsible: Dakota Hendrick (dakota.hendrick@palmbayschools.org), Patty Phillips (patty.phillips@palmbayschools.org)

2 Math Data - Spring 2025 FAST

Grade	PBPA Math Percent Proficiency
Sixth Grade	30%
Seventh Grade	53%
Eighth Grade	54%
Algebra EOC	56%
Geometry EOC	78%

2.1 Math Goal for 2025-2026

1. 80% of tested Algebra I students (grades 8-11th) will score level 3+ on end of year EOC.
2. 80% of tested students of the Geometry EOC will score at or above a Level 3.
3. 65% of tested Middle School students 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.

2.2 Math Strategies for 2025-2026

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. Backward design for lesson planning along with spiral review.
4. Explicit instruction on megacognitive skills and higher order thinking

Person(s) Responsible: Dakota Hendrick (dakota.hendrick@palmbayschools.org), Patty Phillips (patty.phillips@palmbayschools.org)

3 Science Data

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

3.1 Science Goals for 2025-2026

1. 70% of tested 8th grade students will score a Level 3 or higher on the NGSS Spring Science Assessment.
2. 70% of tested students on the Biology EOC will score a Level 3 or higher.

3.2 Science Strategies for 2025-2026

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 HMH Integrated Science curriculum for 6th-8th grade
4. Use of Study Island resource 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.

Person(s) Responsible: Dakota Hendrick (dakota.hendrick@palmbayschools.org), Patty Phillips (patty.phillips@palmbayschools.org)

4 U.S. History/Civics Spring EOC Data

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

4.1 Social Studies Goals for 2025-2026

1. 85% of 7th grade students will score a Level 3 or higher on the Civics EOC.
2. 70% of tested students will score a Level 3 or higher on the U.S. History EOC.

4.2 Social Studies Strategies for 2025-2026

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.

Person(s) Responsible: Dakota Hendrick (dakota.hendrick@palmbayschools.org), Patty Phillips (patty.phillips@palmbayschools.org)

5 Positive Culture and Environment

Average Daily Attendance Data:

Year	Average Daily Attendance
2020-2021	90.5%
2021-2022	91.7%
2022-2023	94.2%
2023-2024	92%
2024-2025	93%

Annual Discipline Data:

Year	Number of Discipline Referrals	Number of ISS/OSS Days
2020-2021	162	231
2021-2022	209	160
2022-2023	194	96
2023-2024	211	ISS 143 /OSS 75 (218)
2024-2025	128/172 Minor Infractions	

5.1 Attendance and Behavior Goals for 2025-2026

- Increase the average daily attendance rate to 95 %.
 - Decrease the number of Discipline Referrals by 10%.
 - Decrease the number of Minor Infractions by 10%
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5.2 Attendance and Behavior Strategies and monitoring for 2025-2026

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: Dakota Hendrick (dakota.hendrick@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 2025-2026

- 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 a Behavior 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.