

Palm Pointe's Mission Statement: *Through engaging, rigorous, and differentiated quality instruction, Palm Pointe Educational Research School commits to a comprehensive, collaborative system of support for ALL students.*

This ensures that our Rockets are fully equipped for their next mission!

2026-2027 School Improvement Goal: If Palm Pointe focuses on delivering benchmark-aligned instruction, strengthening support for all learners, and cultivating a positive and inclusive school community, then students will engage in meaningful learning, demonstrate academic growth, and experience success within a safe and supportive environment.

Area of Focus 1: ESSA Subgroup/SWD

Students with disabilities (SWD) are not achieving at the same rate as their grade-level peers. Additionally, learning gains for students participating in the Florida Alternate Assessment (FAA) remain an area of focus. By strengthening inclusive practices, providing targeted professional learning, and implementing standards-based instruction aligned to Access Points, students will demonstrate increased achievement and learning gains.

Rationale:

If students with disabilities receive individualized support through standards-aligned instruction, inclusive practices, targeted interventions, and intentional progress monitoring, and if teachers and support staff receive ongoing professional learning related to accommodation implementation and Access Points instruction, then students within the SWD subgroup will demonstrate increased academic achievement and learning gains.

Action Plan:

- In addition to monthly department meetings, training and peer mentoring opportunities will be provided for ESE teachers, paraprofessionals, and general education teachers. Training will focus on differentiation, support facilitation models, effective instructional strategies, accommodations, Access Points instruction, and data analysis.
- The school will delineate roles and responsibilities for general education teachers, support facilitators, paraprofessionals, and ESE teachers.
- Time will be intentionally scheduled for ESE teachers to participate in Collaborative Learning and Planning (CLP) sessions focused on student performance data, instructional planning, and progress monitoring.
- Throughout the school year, professional learning opportunities will be provided to equip teachers with effective strategies for supporting students participating in both general and alternate assessments.
- Instructional walkthroughs and quarterly data reviews will be conducted with a focus on inclusion practices, differentiated instruction, implementation of accommodations, and standards-based Access Points instruction.

Measurable Outcomes:

- By May 2027, the SWD subgroup federal index, as measured by the Federal Percent of Points Index, will increase by 2 percentage points.
- By May 2027, learning gains achieved by students who are alternately assessed, as measured by the Florida Alternate Assessment (FAA), will increase to 55% in both ELA and Mathematics.

Area of Focus 2: Instructional Practice/Benchmark Aligned Instruction

Benchmark-aligned instruction will serve as the foundation for improving student achievement and learning gains across all content areas. Through the implementation of Palm Pointe's InstructionALL Non-Negotiables, teachers will ensure instruction is aligned to the rigor and intent of the benchmarks, student learning is continuously monitored, and instructional decisions are driven by data.

Analysis of assessment data indicates that while Palm Pointe has maintained strong levels of proficiency, additional emphasis is needed on accelerating learning gains for all students. Teachers must possess a clear understanding of what each student needs to demonstrate in order to make a learning gain and must intentionally plan instruction to move students forward, regardless of their current achievement level. Students who are below proficiency require targeted support to accelerate growth, while students who are already proficient must continue to receive rigorous instruction to ensure they remain proficient and continue progressing toward higher levels of achievement.

Rationale:

By implementing benchmark-aligned instruction with fidelity and utilizing the InstructionALL Non-Negotiables as a framework for teaching and learning, the school will increase student growth while maintaining strong levels of achievement.

Action Plan:

- Throughout the school year, the school will facilitate professional learning focused on the InstructionALL Non-Negotiables and benchmark-aligned instruction. Learning opportunities will focus on understanding benchmark expectations, identifying what students must know and be able to do to demonstrate growth, aligning tasks to the rigor of the standards, and monitoring student learning.
- Teachers will participate in ongoing Collaborative Learning and Planning sessions to analyze student performance data, identify student needs, plan benchmark-aligned instruction, and determine specific instructional actions necessary to increase learning gains while maintaining proficiency.
- The school will implement an instructional walkthrough process aligned to the InstructionALL Non-Negotiables. Walkthrough data will be analyzed to identify trends, celebrate effective practices, provide actionable feedback, and determine future professional learning needs.
- Utilize ongoing data analysis and progress monitoring to identify the benchmark-aligned skills students need to maintain proficiency and achieve learning gains.

Measurable Outcomes:

- **By May 2027, as measured respectively by the FAST/EOC exam,**
 - Student proficiency in ELA, Math, and Civics will be maintained at or above the 2025–2026 levels.
 - Student proficiency in Science will increase by 3 percentage points.
 - ELA Learning Gains will increase by 5 percentage points.
 - ELA Learning Gains of the Lowest 25% will increase by 5 percentage points.
 - Math Learning Gains will increase by 5 percentage points.
 - Math Learning Gains of the Lowest 25% will increase by 5 percentage points

Area of Focus 3: Positive Culture & Environment/iSucceed Plan

A schoolwide iSucceed plan will cultivate an equitable, safe, and positive culture and environment focused on building trusting relationships, strengthening student life skills, promoting student engagement, and supporting academic achievement.

Rationale:

Analysis of schoolwide data indicates a need to strengthen student connectedness, improve attendance rates, and reduce office-managed discipline referrals. During the 2025–2026 school year, both discipline referrals and the number of students with chronic absenteeism increased, highlighting the need for continued emphasis on proactive behavioral supports, relationship-building, student engagement, and attendance interventions. When students feel safe, valued, connected, and supported, they are more likely to attend school regularly, engage positively with peers and adults, and achieve academic success.

Action Plan:

- The school will restructure monthly PBIS meetings to include systematic review of behavior, attendance, and student engagement data. During these meetings, school leaders, counselors, deans, and teachers will identify trends, celebrate successes, and determine targeted supports for students and staff.
- The school will routinely monitor student indicators including attendance, grades, behavior, and engagement. Students identified through attendance, discipline, or academic concerns will be discussed during leadership team meetings and referred to appropriate intervention and support systems.
- The school's leadership team will implement mentoring opportunities for identified students. Students will regularly meet with assigned mentors to review attendance, behavior, academic progress, and personal goals. Family communication will be incorporated as needed to strengthen home-school partnerships.
- Staff members will participate in ongoing professional learning related to PBIS, CHAMPS, Single School Culture, Kids at Hope, restorative practices, classroom management, relationship-building, and strategies for improving student engagement and attendance.
- The school will implement attendance awareness campaigns, family outreach efforts, and targeted supports for students demonstrating attendance concerns. Attendance will be reviewed routinely, and intervention plans will be developed for students with chronic absenteeism concerns.
- The school will implement a monthly character education focus and recognize students who demonstrate positive character traits, citizenship, kindness, and leadership.
- The school will launch a schoolwide kindness and anti-bullying campaign to promote respect, inclusion, positive peer relationships, and student connectedness.
- The school will utilize incentives and recognition programs to celebrate positive behavior, attendance, academic growth, and demonstration of schoolwide expectations.

Measurable Outcomes:

- By May 2027, the number of office-managed discipline referrals will decrease by at least five percentage points.
- By May 2027, the number of students with absences greater than 10% will decrease by at least five percentage points.
- By May 2027, the percentage of students who positively respond to the statement “students at my school treat each other well” will increase 15 percentage points to 78%, as measured by the spring student climate survey results.