



Palm Pointe's 2025-2026 School Improvement Plan Summary

(Updated 8/22/25)

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!

2025-2026 School Improvement Goal: *If Palm Pointe focuses on providing high quality teaching and learning, strengthening equitable practices, and addressing elements to ensure a safe and caring school, then students will fully engage in learning aligned to the depth and rigor of the standards, resulting in gains and a positive culture and environment for all.*

Area of Focus 1: ESSA Subgroup/SWD - As a subgroup, students with disabilities (SWD) are not achieving at the same rate as their grade level peers.

- **Rationale:** If SWDs have more individualized support and additional assistance is provided to assigned staff members, then students within the targeted subgroup will demonstrate academic growth.
- **Action Plan:**
 - In addition to monthly department meetings, training and peer mentoring opportunities will also be provided for ESE teachers, paraprofessionals, and general education teachers. They will focus on differentiation, models of support, effective instructional strategies for SWDs, and data analysis.
 - The school will delineate roles and responsibilities for general education teachers and those who provide support facilitation services.
 - Time will be intentionally scheduled for ESE teachers to join Collaborative Learning and Planning (CLP) sessions with a wider range of grade level teams and departments.
 - Throughout the school year, professional learning opportunities will be provided to equip our teachers to effectively implement accommodations to SWDs.
 - Instructional walkthroughs will be established and conducted with a focus on inclusion practices.
- **Measurable Outcome:** By June 2026, the SWD subgroup federal index , as measured by the Federal Points Index, will increase by 5 percentage points.

Area of Focus 2: Instructional Practice/Professional Learning – Professional learning will serve as the foundation for improving instruction and learning environments by equipping the teachers and staff with relevant knowledge and skills. Professional learning will address gaps in practice by providing targeted support, ensuring all educators are prepared to meet the needs of all students and drive continued academic success.

- **Rationale:** Analysis of assessment data and stakeholder feedback indicates a need for ongoing professional learning aimed at strengthening instructional practices and fostering a collaborative school culture. When teachers engage in targeted and data-driven professional learning, they are better equipped to differentiate instruction, use small group strategies effectively, maximize instructional time and provide an inclusive environment to meet the needs of all learners. Prioritizing collective efficacy, through shared learning, collaboration, and reflective practice, will lead to expanded pedagogy, improved student outcomes, and an enriched school environment.
- **Action Plan:**
 - Throughout the school year, the school will facilitate learning sessions focused on monitoring for learning, benchmark-aligned instruction, curriculum resources, building thinking classrooms, differentiated and small group instruction, and other best practices.
 - Implementation of learning will be monitored through an instructional walkthrough tool aligned to the SIP.
 - Opportunities will be created for teachers to learn from their colleagues through peer-led sessions and learning walks.
 - Coaching cycles will be implemented to provide tiered support for teachers.

- The school will involve teachers in using data to organize and facilitate small groups and differentiated instruction.
- The school will involve teachers in ongoing data analysis to inform instruction, as evidenced by FAST/STAR progress monitoring data, diagnostic results, DIBELS progress, district assessment scores, etc.
- **Measurable Outcomes:** By June 2026, student proficiency in ELA, Math, and Civics, as measured respectively by the FAST, and EOC, will increase by at least one percentage point in each category; Student proficiency in Science, as measured by the SSA, will increase by at least three percentage points; the percentage of eligible students who pass the EOC assessment, as measured by the EOC, will increase MS Acceleration by at least seven percentage points.
- By June 2026, student learning gains in ELA and Math, as measured respectively by the FAST, will increase by at least one percentage point in each category; Student bottom quartile learning gains in ELA and Math, as measured respectively by the FAST, will increase by at least five percentage points in each category.

Area of Focus 3: Positive Culture and Environment - A schoolwide iSucceed plan will cultivate an equitable, safe, and positive culture and environment, focused on building trusting relationships, strengthening student life skills, and promoting academic achievement.

- **Rationale:** If the school implements a multi-faceted student success plan encompassing mentorship, Single School Culture, and resiliency instruction, then students will demonstrate academic, behavioral, and life skill improvements over the course of the school year.
- **Action Plan:**
 - The school will routinely monitor student indicators including attendance, grades, and conduct.
 - The school's leadership team will develop a mentoring program where members meet regularly with identified students and their families to discuss progress toward individual goals, which can aim to improve attendance, grades, and/or conduct
 - Staff members will be provided with ongoing training in PBIS, CHAMPS, Single School Culture, and school safety protocols.
 - The school will utilize incentives to help motivate students to achieve their collective and individual goals, and to support schoolwide and grade level plans and events.
 - The school will utilize incentives to promote the attendance campaign and increase attendance rates on early release days, as well as in Quarter 2 and Quarter 4 (e.g. non-dress code for early release days).
- **Measurable Outcomes:** By June 2026, the number of office-managed discipline referrals in each grade level will decrease by at least five percentage points; By June 2026, students with absences greater than 10% will decrease by at least five percentage points.

Resources: Administration, instructional coaches, Tier 2 and Tier 3 interventions, full- and part-time interventionists, school counselors, full-time school-based mental health counselor, deans, availability of evidence-based intervention and instructional materials, technological resources, CLP times, district-created assessments, school, district, state, and national professional learning opportunities, and grant funding to provide supplementary resources.

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