ORANGE GROVE ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Leading the way in student success through integrity, leadership, and determination for a world that is yet to be created.

Provide the school's vision statement

100% student success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Christine Wilson

WilsonChristin@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #2

Employee's Name
Jessica Dority

DorityJ@pcsb.org

Position Title
Curriculum Specialist

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #3

Employee's Name
Stacey White

WhiteSta@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #4

Employee's Name
Christine Bouanene

BouaneneC@pcsb.org

Position Title
Teacher, 3rd Grade

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #5

Employee's Name
Kim Grimshaw

GrimshawKi@pcsb.org

Position Title
Teacher, 4th Grade

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #6

Employee's Name
Heather Williamson

WilliamsonHe@pcsb.org

Position Title
Teacher, 5th Grade

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #7

Employee's Name
Jeff Conard

ConardJ@pcsb.org

Position Title
Teacher, PE

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan is developed with input from School-Based Leadership Team (SBLT), SIP Goal Managers, and School Advisory Council. There is a minimum of one person on SBLT from each grade level team / PLC. Data and information are articulated vertically and horizontally between

teams.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP Teams meet on the first Wednesday of each month (a minimum of three times per year) to review goals and revise action steps as needed. SBLT meets every Wednesday and uses the four-step problem-solving model to identify subgroups and individual students in need of additional support.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**63.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	42	59	47	66	59	68				341
Absent 10% or more school days	0	8	5	9	9	6				37
One or more suspensions										0
Course failure in English Language Arts (ELA)					1	1				2
Course failure in Math						1				1
Level 1 on statewide ELA assessment			5	8						13
Level 1 on statewide Math assessment		5	3	6	2	1				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	2	1	4	1				9

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			2							2
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	5	8	8	12	8				42
One or more suspensions		1								1
Course failure in English Language Arts (ELA)				1	4	4				9
Course failure in Math				1	2	4				7
Level 1 on statewide ELA assessment					1	4				5
Level 1 on statewide Math assessment					1	5				6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1	2	1	3				7

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3									3
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	89	64	59	84	61	57	77	54	53
Grade 3 ELA Achievement	82	67	59	90	63	58	79	54	53
ELA Learning Gains	80	62	60	74	64	60			
ELA Lowest 25th Percentile	81	59	56	67	62	57			
Math Achievement*	93	69	64	86	66	62	82	61	59
Math Learning Gains	93	67	63	86	68	62			
Math Lowest 25th Percentile	88	56	51	67	58	52			
Science Achievement	93	70	58	81	69	57	87	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)		67	63		65	61		64	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	87%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	699
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
87%	79%	81%	80%	74%		71%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	69%	No		
Hispanic Students	90%	No		
Multiracial Students	90%	No		
White Students	85%	No		
Economically Disadvantaged Students	82%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	89%	82%	80%	81%	93%	93%	88%	93%					
Students With Disabilities	63%	55%	71%	62%	77%	82%	73%						
Hispanic Students	89%	92%	87%		92%	91%							
Multiracial Students	95%		75%		95%	94%		91%					
White Students	87%	80%	78%	73%	93%	92%	87%	93%					
Economically Disadvantaged Students	84%	78%	78%	72%	87%	90%	81%	86%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	84%	90%	74%	67%	86%	86%	67%	81%					
Students With Disabilities	33%		56%	45%	38%	44%	30%						
Hispanic Students	86%	85%	70%		91%	95%		82%					
Multiracial Students	85%		76%		85%	88%							
White Students	84%	91%	76%	71%	87%	86%	67%	81%					
Economically Disadvantaged Students	78%	86%	70%	65%	80%	81%	67%	75%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	77%	79%			82%			87%					
Students With Disabilities	40%				50%			50%					
Hispanic Students	79%	80%			82%								
Multiracial Students	85%	79%			70%								
White Students	75%	79%			84%			85%					
Economically Disadvantaged Students	74%	76%			72%			86%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

			2024-25 SPRING			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	82%	65%	17%	57%	25%
ELA	4	91%	62%	29%	56%	35%
ELA	5	91%	61%	30%	56%	35%
Math	3	87%	68%	19%	63%	24%
Math	4	96%	68%	28%	62%	34%
Math	5	93%	65%	28%	57%	36%
Science	5	91%	67%	24%	55%	36%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

We showed the most improvement in our ESE subgroup. 6 1% of our ESE students are profecient in ELA with 75% learning gains compared to 39% profeciency in 2024. 79% of our students are profecient in math with 81% learning gains compared to 41% in 2024. We attribute the success to exposing students to more on grade level text, maintaning high expectations, and holding students accountable for their goals and action steps. We also consistently tested ESE students with a preferred adult allowing ESE teachers more time for instruction.

Actions that contributed to student success:
Extended Learning Programs: Additional before and after school to provide targeted instruction for students in small group settings with a focus on enrichment and remediation.
Goal setting with every student: We utilize the learning continuum to connect goals to benchmarks and every child has an action plan to achieve their goals. Plans are routinely monitored and discussed with students. We are also consistent including students and parents in data chats and student led conferences.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing data component is 1st and 2nd grade. 1st grade prior year ELA proficiency was 93% and PM 3 data showed 80% proficiency indicating a 13% decline. 2nd grade prior year ELA proficiency was 65% and PM 3 data showed 61% proficiency indicating a 4% decline. A contributing factor is possibly the difference in tests (STAR Early Literacy to STAR Reading). However, the state indicator for proficiency is our goal.

Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to increase time on task reading grade-level text, engaging in discussion, and writing with feedback. We need high quality vocabulary instruction, an emphasis on building content knowledge, and high quality feedback with opportunities to use that feedback. We need to focus on VPK and kindergarten early literacy, as well as provide the necessary resources to

primary grades for targeted enrichment and intervention. We also need to consistently assess (formally and informally) and analyze data in PLCs to inform instruction in whole group, small group, and one-to- one instruction.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on 2025 FAST data, 3rd grade proficiency dropped fro 90% in 2024 to 82% in 2025. Prior year PM data showed 69% of our 3rd graders were proficient at the end of 2nd grade indicating a 26% increase.

Contributing factors include students new to OGE with a lack of foundational skills in reading. We need to continue to focus on vocabulary acquisition and building content knowledge in kindergarten - 2nd grade.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We outperformed the state in all grade levels in ELA and Math based on spring FAST data:
3rd grade ELA was 82% proficient compared to 57% state average.
3rd grade Math was 87% proficient compared to 63% state average.
4th grade ELA was 90% proficient compared to 56% state average.
4th grade Math was 97% proficient compared to 62% state average.
5th grade ELA was 93% proficient compared to 56% state average.
5th grade Math was 94% proficient compared to 57% state average.

ELA: Primary grades placed a strong focus on Foundational Skills and Language Craft and Structure. We also placed a greater emphasis on phonics instruction. We made vocabulary acquisition and use a focus in kindergarten - 5th grade. However, we need to continue to place additional focus on literary elements and purpose and perspective in 3rd, and theme, perspective, and point of view in 4th.
Math: We focused on addition and subtraction fluency in primary and multiplication fluency in intermediate. 3rd grade needs additional focus on geometric reasoning and fractions; 4th grade on number sense and operations, fractions, and data and probability; and 5th grades needs emphasis on geometric reasoning, measurement, and data analysis and probability.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern in EWS if number of students below the 90% in attendance in Kdg.- 5th grade. We currently have 81 students who missed more that 10% of the year and 34 students who missed more that 20% of the year.   The Child Study Team will continue to meet biweekly to problem solve with individual students and families. We will meet with these students and reach out to their families in August. Building a strong home school connection is the best indicator of student success.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Key Learning Strategies

Define and Align Learning Goals:
- Create daily learning targets stating the purpose and critical content (WHAT).
- Ensure evidence aligns with the rigor of the B.E.S.T./NGSSS standards (WHY).

Effective Instructional Methods:
- Clarify the high-yield instructional strategy (HOW).
- Focus on writing for impact across content areas.

Resource and Data Alignment:
- Align Resources to Standards.
- Utilize detailed student performance data to identify needs and implement targeted enrichment/ interventions.

Conditions for Learning

Student-Centered Pedagogy:
- Maintain a student-centered pedagogy where students have increasing autonomy and responsibility for learning (AVID / Resiliency).
- Use engagement strategies, maintain effective relationships, and communicate high expectations for all students.

Celebrate and Support Growth:
- Recognize and celebrate students' growth in goal setting and academic progress.
- Address the academic, social-emotional, and behavioral needs of each student
- Enhance family engagement, two-way communication, student-led conferences, family data chats, and weekly updates.

Collegial Collaboration

Empower teacher leaders to collaborate with colleagues:
- Strategy Walks: Observe and exchange best practices

- Strategy Shares: Share effective instructional strategies
- Vertical & Horizontal PLCs: Strengthen collaboration across grade levels and subject areas
- Articulation Sessions: Facilitate alignment and communication within and across teams

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, ELA, Math, Professional Learning, Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on 2025 **ELA FAST** data, primary grades show a need in Foundational Skills/Language Craft and Structure in kindergarten, and Foundational Skills in 1st and 2nd-grade students. Areas of weakness in 3rd grade include literary elements, augument, and purpose and perspective. 4th grade areas of weakness include theme, perspective, and point of view.

 Contributing factors include a lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to increase time on task reading grade-level text, engaging in discussion, and writing with feedback across all content areas. We need more emphasis on building content knowledge.

Based on 2025 **Math FAST** data, areas of weakness in 3rd grade include geometric reasoning and measurement, and fractions. Areas of weakness in 4th grade include number sense and operations, fractions, data and probability, and gemetric reasoning. Areas of weakness in 5th grade includes geometric reasoning, measurement, data analysis, and probability.

Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor.
We need to consistently use Purposeful Questions, Number Routines, and multiple forms of assessment to inform instruction (Unit Assessments, Exit Tickets, MFAS, Illustrative Mathematics tasks). We will also use student work to guide the analysis of learning.

Based on **5th grade SSA**, Nature of Science is our focus in kindergarten - 5th grade. Contributing factors include a lack of consistency with the scientific method, experiment variables, and empirical evidence. We need standards articulation in vertical PLC's where teachers regularly engage in data/student work analysis as well as planning for scaffolds that address gaps in student learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in English Language Arts will increase by 2% from 89% in 2025 to 91% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase by 2% from 82% in 2025 to 84% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase by 2% from 93% in 2025 to 95% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase by 2% from 82% in 2025 to to 84% in 2026 as measured by SSA (Science State Assessment).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus, Instructional Practice specifically related to Benchmark-aligned Instruction, will be monitored by FAST Assessment (Florida Assessment of Student Thinking) and SSA (State Science Assessment)

Person responsible for monitoring outcome
Christine Wilson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Advance thinking through writing across the content areas and grade-levels. Evidence-Based Strategy to support: *Cognitive Engagement with Content (PCS 5 Essentials) Write to Learn (PCS 5 Essentials) Teach students to use writing for a variety of purposes (Teaching Elementary School Students to Be Effective Writers, IES Practice Guide)

Rationale:
Research tells us that writing, thinking, and reading are indelibly linked. Studies have found that when students at any grade level write about texts they have read and content they have been taught – in ELA, social studies, science, and math – their reading comprehension and learning is enhanced.

Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Create a culture of collaboration by establishing teacher leaders at each grade level where we learn from and inspire one another in all content areas. Evidence-Based Strategy to support: Collaborative learning Provide models such as step-by-step demonstrations Obtain a high success rate through teaching in small steps, guiding practice, and employing mastery learning techniques.

Rationale:
Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Strategically focus on K-2 teachers and rigorous instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, and actionable feedback. Evidence-Based Strategy to support: Provides print rich, explicit, systematic, and scaffolded instruction Teach students to decode words, analyze word parts, and recognize words Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary Provide instruction in broad oral language skills Teach students how to use reading comprehension strategies Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:
To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Advance thinking through writing across the content areas and grade-levels. Provide clear, direct, and

explicit instruction in writing.

Person Monitoring: **By When/Frequency:**
Christine Wilson   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• While students are reading, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks. • Anticipate student responses to the questions/stems posed by creating exemplar responses. • Ensure the writing has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback. • Use writing to monitor student comprehension of material that has been taught, determine next instructional steps, and provide effective feedback that will move students forward. Prioritize engaging students in immense amounts of reading, *academic discourse, and *writing with *feedback ensuring ample time is given to students to read, *closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality *feedback and opportunities to use that feedback.

Action Step #2
Create a culture of collaboration by establishing teacher leaders at each grade level where we learn from and inspire one another in all content areas. Build a strong culture of collegial collaboration.

Person Monitoring: **By When/Frequency:**
Christine Wilson   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Recruit/retain a strong ELA Champion and teacher leader at each grade level. • Cultivate a trusting and motivating culture where curiosity, improvement, & risk-taking are valued • Regularly collaborate across grade levels and teams to engage in meaningful discussions and collective goal setting around improving outcomes for students.

Action Step #3
Strategically focus on K-2 teachers and rigorous instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, and actionable feedback. Increase teacher knowledge of the science of reading & rigorous evidence-based practices.

Person Monitoring: **By When/Frequency:**
Christine Wilson   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Ensure teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies. • Implement a plan for identifying students not meeting benchmark in the early grades and mastering benchmarks in early grades to target interventions and enrichment. • Engage in ongoing professional learning on the implementation of the high-quality curricular materials, including strategy walks for excellence, studying student responses, and robust & constructive feedback.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on 2025 FAST Data, our five black students were 80% proficient in ELA with 100% learning gains, and 100% proficient in Math with 100% learning gains.

Contributing factors include consistency with student-centered instruction and standards- based instruction with rigor. We need to increase time on task reading grade-level text, engaging in discussion, and writing with feedback across all content areas. We need more emphasis on building content knowledge.

Measurable Outcome
Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in English Language Arts will increase by 2% from 80% in 2025 to 82% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will maintain by at 100% in 2025 and 100% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus, Instructional Practice specifically related to Benchmark-aligned Instruction, will be monitored by FAST Assessment (Florida Assessment of Student Thinking.

Person responsible for monitoring outcome
Christine Wilson

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Monitor whole group and small group instruction to ensure instruction is designed and implemented

according to evidence-based principles. Evidence-Based Strategies to support: Facilitate meaningful discourse Pose purposeful questions Build procedural fluency from conceptual understanding Support productive struggle in learning Elicit and use evidence of student thinking Direct-Systematic Small Group Instruction for Tier 2/Tier 3 Instruction

Rationale:
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Facilitate meaningful discourse. Effective teaching that facilitates discourse among students helps build shared understanding of ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching uses purposeful questions to assess and advance students' reasoning and sense making about important ideas and relationships. Support productive struggle in learning. Effective teaching consistently provides students, individually and collectively, with opportunities and support to engage in productive struggle as they grapple with ideas and relationships. Elicit and use evidence of student thinking. Effective teaching uses evidence of student thinking to assess progress toward understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Person Monitoring:	**By When/Frequency:**
Christine Wilson	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Use students' writing to assess understanding, identify misconceptions and guide instruction. • Employ instructional practices and routines that promote student-centered learning. • Ensure instructional supports are in place for all students during core instruction and intervention; based on data, as well as extensions/more advanced tasks for students above benchmark. • Monitor fidelity of small group instruction and student response to small group instruction.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Orange Grove has currently received 4 of 9 awards for healthy generation award recognition, as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework. The desired result for Orange Grove is to receive 5 or more awards.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Orange Grove will focus initiatives on the Health Education and Increasing Family and Community Engagement topic to become eligible for the National Healthy Schools Award in these topic areas, while also maintaining award status in 4 of the previously achieved topics on the Alliance for a Healthier Generation's Thriving Schools Integrated Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Healthy Schools Team needs to analyze the criteria to qualify for the Health Education and Family and Community Engagement topic for the National Healthy Schools Award. We are also working to maintain eligibility status in 5 of the other topics on the Alliance for a Healthier Generation's Thriving Schools Integrated. The Healthy School Team will meet a minimum of four times throughout the year to monitor the progress toward meeting the nine goals. We will adjust our strategies as needed.

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Enhance staff capacity to support students through purposeful activation and transfer strategies as it relates to personal health.

Rationale:
Schools can play an important role in promoting healthy eating habits to children, and ensuring school food provides healthy, balanced, and nutritious meals with the appropriate amount of energy and nutrients pupils need.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Assemble a Healthy School Team made up of a minimum of four (4) individual including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student. 2. Attend district-supported professional development. 3. Complete Healthy Schools Program Assessment. 4. Develop and Implement Healthy School Program Action Plan. 5. Update Healthy Schools Program Assessment and Apply for Recognition, if applicable.

IV. Positive Learning Environment

Area of Focus #1

Other: Positive Learning Environment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Positive Behavior Intervention and Supports school-wide behavior program is the primary way we build a positive learning environment at Orange Grove. During our pre-school training, we will have PBIS professional development for staff. This includes training on school-wide expectations, rules, classroom behavior systems, our school-wide positive reward program, and discipline procedures. Throughout the school year, teachers and administrators will teach students and families about PBIS, classroom procedures, and expectations.

We will also build a positive learning environment by strengthening the community of our classrooms and school. First, we will use Restorative Practices techniques to build relationships and address problems. Teachers will conduct at least two Restorative Practices circles each week. These circles should allow each student to share, listen, and make connections with classmates and the teacher. When problems arise, class meetings or restorative questioning will be used as a method for resolution. Second, communication between the school and parents is a priority. Families will receive weekly emails that highlight initiatives, goals, recommendations, and upcoming events. Throughout the year, parents will have the opportunity to attend several events to learn about curriculum and academic expectations. Teachers use a variety of methods to keep open, two-way communication

with parents. Furthermore, parents are always encouraged to contact the teacher or administrator with concerns. Third, we will build community and culture with our celebrations and recognitions. We have monthly character assemblies to celebrate achievements in academics, art, music, behavior, and character. All students will have several opportunities throughout the year to be recognized in front of the school, staff, and parents.

Finally, we will build a positive learning environment by improving attendance. In the 2024-2025 school year, 14.3% of our students had an absence rate of 10% or more. Regular daily attendance is crucial for academic achievement, as well as building the classroom community.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2025-2026 school year, the percentage of students with an attendance rate of 90% or more will increase from 85.7% to 100%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student attendance will be monitored by the individual classroom teachers who will contact families when attendance is a concern. They will refer student attendance problems to the Child Study Team. The Child Study Team consists of the Principal, School Social Worker, School Counselor, Curriculum Specialist, and Data Management Technician. During meetings that will take place twice a month, the team will monitor absences through the Attendance Dashboard in Data Analytics. The Child Study Team will address the attendance issues of students who are flagged in the attendance dashboard and those referred by teachers.

Person responsible for monitoring outcome

Christine Wilson, Principal (wilsonchristin@pcsb.org)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Orange Grove will use recognitions and rewards to motivate regular student attendance. This includes quarterly attendance parties, attendance certificates, and bi-weekly recognition for most improved class-wide attendance.

Rationale:

The planned rewards and recognition systems provide motivation and opportunities for all students. They include both individual and classroom goals as well as both short-term and long-term goals.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Communication with families is another intervention we will use to increase attendance. All families will receive an Attendance Flyers detailing the importance of daily school attendance. Teachers and parents will communicate about daily absences. When attendance becomes a concern, the Child Study Team will communicate with parents through phone calls, in-person conferences, or home visits. Through this communication, we will problem-solve, develop interventions, and set goals with the parents to work toward improved attendance.

Rationale:
At the elementary school level, parents are an important stakeholder in student attendance. It's important for parents to understand how crucial daily attendance is to both learning and becoming a part of the school community. Sharing this information with parents can help prevent attendance issues. When students are experiencing problems with attendance, including the parents in the problem-solving process is the most effective way to see a decrease in absences

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Attendance Training for staff.

Person Monitoring: **By When/Frequency:**
Christine Wilson   August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The attendance flowchart will part of the Staff Handbook and will be reviewed with staff during pre-school training.

Action Step #2
PBIS Training for staff.

Person Monitoring: **By When/Frequency:**
Christine Wilson   August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will be trained on the various aspects of the Orange Grove PBIS plan, including school-wide expectations, rules, reward systems, discipline procedures, classroom systems, and plans for teaching and reviewing with students.

Action Step #3
Attendance flyer for parents

Person Monitoring:
Christine Wilson

By When/Frequency:
August 2025 and periodically throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
An attendance flyer will be created and distributed to all families at the end of the 2024-2025 school year, the beginning of the 2025-2026 school year, and periodically throughout the 2025-2026

Action Step #4
Perfect Attendance Parties

Person Monitoring:
Christine Wilson

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students with perfect attendance each grading period will attend a celebration at the end of the grading period.

Action Step #5
Improved attendance recognition.

Person Monitoring:
Christine Wilson

By When/Frequency:
Every two weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The class with the most improved attendance after each two-week period will be recognized on the afternoon announcements and will keep the Most Improved Attendance cardboard cutot in their room for the next two weeks.

Action Step #6
Child Study Team Meetings

Person Monitoring:
Christine Wilson

By When/Frequency:
August 2025 and throughout the year, twice a month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Child Study Team will meet twice a month to review attendance data and address concerns.

Action Step #7
Home Visits/Parent Conferences

Person Monitoring:
Christine Wilson

By When/Frequency:
As needed, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Direct communication between the Child Study Team and families of students struggling with regular attendance.

Action Step #8
Daily phone calls

Person Monitoring:
Christine Wilson

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students with a 20% or higher attendance rate will be identified by the Child Study Team. Each day one of these students is absent, school staff will attempt to contact the family by phone to identify the reason and stress the importance of improving attendance.

Action Step #9
Development of PBIS supported classroom behavior systems

Person Monitoring:
Stacey White

By When/Frequency:
August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will develop individual classroom behavior management systems to include anonymity for students, recognition for appropriate behaviors, and focus solely on students earning, not losing, points/tickets

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

https://www.pcsb.org/orangegrove-es

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).
No Answer Entered

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).
No Answer Entered

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

| Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. | **No** |

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00