

Pinellas County Schools

ORANGE GROVE ELEMENTARY SCHOOL



2026-27 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

Carisa Fisher

FisherCa@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**

Jessica Dority

DorityJ@pcsb.org

Position Title

Teacher - Kindergarten

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**

Christine Bouanene

BouaneneC@pcsb.org

Position Title

Teacher - 2nd 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.

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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	60.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	50	51	57	48	59	45				310
Absent 10% or more school days		8	5	5	5	3				26
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		2	3	4	1					10
Level 1 on statewide Math assessment		3	5	2		1				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)					1	1				2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			2	2						4

Current Year 2026-27

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		2	2	2	1	1				8

Current Year 2026-27

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		1						3
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	42	59	47	66	59	68				341
Absent 10% or more school days		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

Prior Year (2025-26) 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	4	1				9

Prior Year (2025-26) 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			2							2
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	90	68	62	89	64	59	84	61	57
Grade 3 ELA Achievement	89	70	61	82	67	59	90	63	58
ELA Learning Gains	86	65	63	80	62	60	74	64	60
ELA Lowest 25th Percentile	80	63	58	81	59	56	67	62	57
Math Achievement*	95	72	66	93	69	64	86	66	62
Math Learning Gains	90	69	64	93	67	63	86	68	62
Math Lowest 25th Percentile	75	56	50	88	56	51	67	58	52
Science Achievement	100	72	62	93	70	58	81	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	88%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	705
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
88%	87%	79%	81%	80%	74%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	79%	No		
Hispanic Students	85%	No		
White Students	90%	No		
Economically Disadvantaged Students	84%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	90%	89%	86%	80%	95%	90%	75%	100%					
Students With Disabilities	70%		83%	73%	85%	82%							
Hispanic Students	87%	69%	80%		92%	80%		100%					
White Students	92%	93%	86%	82%	95%	95%	78%	100%					
Economically Disadvantaged Students	82%	86%	87%	67%	92%	84%	73%	100%					

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%		

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	86%	68%	18%	60%	26%
ELA	4	86%	66%	20%	60%	26%
ELA	5	94%	66%	28%	61%	33%
Math	3	92%	71%	21%	66%	26%
Math	4	92%	72%	20%	65%	27%
Math	5	97%	69%	28%	62%	35%
Science	5	97%	70%	27%	60%	37%

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. 73% of our ESE students are proficient in ELA with 93% learning gains compared to 39% proficiency in 2024 and 67% proficiency in 2025. 90% of our 3-5 students are proficient in ELA with 86% learning gains and 95% of our 3-5 students are proficient in math with 90% learning gains. We attribute the success to exposing students to more on grade level text, maintaining 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 kindergarten. 65% of our kindergarten are proficient on Star Early Literacy and 91% of our kindergarten students are proficient on STAR Reading (11 students). 69% of our kindergarten students are proficient on Star Math placing us below district average.

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.

1st grade proficiency dropped from 80% in 2025 to 75% in 2026 based on Star Reading. 1st grade proficiency in math dropped from 90% in 2025 to 78% in 2026 based on Star Math.

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 89% proficient compared to 60% state average.

3rd grade Math was 95% proficient compared to 66% state average.

4th grade ELA was 81% proficient compared to 60% state average.

4th grade Math was 90% proficient compared to 65% state average.

5th grade ELA was 95% proficient compared to 61% state average.

5th grade Math was 97% proficient compared to 62% state average.

ELA: Primary grades placed a strong focus on Foundational Skills, Language Craft and Structure, and Oral Language. 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 is number of students below the 90% in attendance in Kdg.- 5th grade.

We currently have 37 students who missed more than 10% of the school 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. We also have 10 Level 1 students in ELA and 11 Level 1 students in Math.

Highest Priorities

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

Build Critical Thinkers Every Day

Every student will engage in rigorous thinking, problem solving, and productive struggle daily.

Action Steps

- Embed higher-order questioning in every lesson.
- Require students to justify their thinking using evidence.
- Implement consistent error analysis across all content areas.
- Increase opportunities for academic discourse and student-to-student discussion.
- Design learning experiences that require analysis, evaluation, and creation.

Increase the Complexity of Learning

Expose every student to increasingly complex texts, tasks, and mathematical thinking while providing the support needed for success.

Action Steps

- Increase exposure to grade-level and above-grade-level complex text.
- Use text-dependent questions requiring evidence-based responses.
- Incorporate rich math tasks with multiple solution paths.
- Increase writing about reading, science, and mathematics.
- Plan learning experiences that challenge all learners with a focus on students already performing above grade level.

Strengthen Teacher Expertise Through Collaborative Learning

Teachers continuously refine instructional practices through collaboration, reflection, and the analysis of student thinking.

Action Steps

- Analyze student work during PLCs with a focus on student thinking.
- Conduct strategy walks centered on rigor and critical thinking.
- Share high-impact instructional strategies during Strategy Shares.
- Use common formative assessments to adjust instruction.

- Continue vertical articulation to ensure increasing rigor K–5.

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, 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 2026 **ELA FAST** data, we need to increase proficiency in kindergarten - 2nd grade and focus on maintaining or increasing our Level 4-5 students in 3rd - 5th grade. 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 academic discourse, and writing with feedback across all content areas. We also need more emphasis on building content knowledge.

Based on 2026 **Math FAST** data, we need to increase proficiency in kindergarten - 2nd grade and focus on maintaining or increasing our Level 4-5 students in 3rd - 5th grade. Contributing factors include lack of consistency with student-centered instruction and standards- based instruction with rigor. We need to consistently use the Pinellas Problem Solving Routine, Number Routines, and multiple forms of assessment to inform instruction. We will also focus on multi-step problems and use student work to guide the error analysis and analysis of learning.

Based on **5th grade SSA**, we are 100% proficient in Science. Nature of Science continues to be our focus in kindergarten - 5th grade. School-wide 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.

ELA Goal (2026-2027)

Kindergarten | Increase Level 4-5 students from 52% to 57% while increasing proficiency from 70% to 80%.

1st Grade | Increase Level 4-5 students from 55% to 60% while increasing proficiency from 76% to 80%.

2nd Grade | Increase Level 4-5 students from 65% to 70% while increasing proficiency from 84% to 89%.

3rd Grade | Increase Level 4-5 students from 68% to 73% while increasing proficiency from 89% to 91%.

4th Grade | Increase Level 4-5 students from 64% to 69% while increasing proficiency from 84% to 90%.

5th Grade | Increase Level 4-5 students from 82% to 87% while maintaining 97% proficiency.

Math Goal (2026-2027)

Kindergarten | Increase Level 4-5 students from 51% to 56% while increasing proficiency from 69% to 80%.

1st Grade | Increase Level 4-5 students from 54% to 59% while increasing proficiency from 78% to 80%.

2nd Grade | Increase Level 4-5 students from 75% to 80% while maintaining 91% proficiency.

3rd Grade | Increase Level 4-5 students from 84% to 88% while maintaining 90% proficiency.

4th Grade | Increase Level 4-5 students from 72% to 77% while maintaining 90% proficiency.

5th Grade | Maintain Level 4-5 students at 95% while maintaining 98% proficiency.

Science Goal (2026-2027)

5th Grade | Maintain 100% proficiency.

Exceptional Student Education (ESE)

ELA | Increase proficiency and Levels 4 & 5 by **5 percentage points** at each grade level through explicit instruction in critical thinking, academic discourse, and evidence-based reasoning.

Math | Increase proficiency and Levels 4 & 5 by **5 percentage points** at each grade level through rich mathematical tasks, problem solving, error analysis, and justification of thinking.

Gifted

ELA | Maintain **100% proficiency** while increasing the percentage of students earning **Level 5** through increased opportunities for advanced analysis, synthesis, and evaluation.

Math | Maintain **100% proficiency** while increasing the percentage of students earning **Level 5** through rigorous problem solving, mathematical reasoning, and complex performance tasks.

Bridging the Gap ELA I Increase proficiency in ELA from 75% to 85% and maintain 100% proficiency in math among our black subgroup.

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:

1. Develop Critical Thinkers: Every student engages daily in rigorous learning that requires thinking, reasoning, and problem solving. Evidence-Based Strategy to support: Error analysis Justify thinking with evidence Academic discourse Multiple solution strategies Productive struggle Student ownership of learning

Rationale:

Students must be prepared to analyze information, solve complex problems, communicate their reasoning, and apply learning in new situations. Research shows that instruction emphasizing higher-order thinking, academic discourse, productive struggle, and student ownership leads to increased student achievement, deeper understanding, and improved problem-solving skills. When students are regularly asked to justify their thinking with evidence, analyze errors, compare multiple solution strategies, and engage in meaningful discussion, they become active learners who can think critically and independently. Developing critical thinkers aligns with college, career, and life readiness expectations by preparing students to navigate complex challenges, collaborate with others, and make informed decisions. Consistent implementation of rigorous instructional practices across classrooms ensures equitable access to high-quality learning experiences for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

2. Increase the Rigor of Learning: Every student will engage with increasingly complex texts, tasks, and questions that promote deep understanding. Evidence-based strategy to support: Complex text across content areas Higher-order questioning Writing about thinking Rich math tasks Analysis and synthesis Authentic application

Rationale:

Research demonstrates that students achieve higher levels of learning when they are consistently exposed to grade-level and above-grade-level complex texts, cognitively demanding tasks, rigorous questioning, and opportunities to analyze, synthesize, and apply their learning. Rigor is not about assigning more work; it is about increasing the complexity of thinking required to understand content, solve problems, and communicate ideas. When students regularly engage in complex texts, rich mathematical tasks, extended writing, and authentic applications of learning, they develop deeper conceptual understanding and become better prepared for future academic success. Providing rigorous learning experiences for all students ensures equitable access to high expectations and reduces achievement gaps by preventing the lowering of cognitive demand.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

3. Strengthen Instruction Through Collaborative Practice: Teachers continuously improve instruction by analyzing student thinking and sharing high-impact practices. Evidence based strategy to support: PLCs centered on student work Strategy Walks Strategy Shares Vertical articulation Data-informed planning Common instructional expectations

Rationale:

Research consistently shows that teacher collaboration has one of the greatest impacts on student achievement when it is focused on student learning rather than logistics. Professional Learning Communities (PLCs), collaborative planning, strategy walks, and structured data analysis help teachers identify effective instructional practices, respond to student needs, and ensure consistency across classrooms. When teachers regularly examine student work, analyze data, share successful instructional strategies, and engage in vertical articulation, they develop a collective responsibility for student success. A culture of continuous improvement strengthens instructional quality, increases alignment across grade levels, and ensures all students experience high-quality, standards-based instruction. By establishing common instructional expectations and fostering collaborative practice, schools can improve teaching effectiveness and accelerate student growth.

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

1. Develop Critical Thinkers: Every student engages daily in rigorous learning that requires thinking, reasoning, and problem solving. 1. Increase Opportunities for Higher-Level Thinking Action: Incorporate standards-based tasks that require analysis, evaluation, and problem solving. Use Depth of Knowledge (DOK) Levels 3 and 4 questioning during instruction. Plan lessons that require students to explain, defend, and apply their thinking. Evidence of Implementation: Lesson plans include rigorous tasks and higher-order questions. Classroom observations demonstrate students engaged in critical thinking. 2. Strengthen Academic Discourse Action: Implement structured discussion protocols

such as Turn-and-Talk, Accountable Talk, Socratic Circles, and Collaborative Conversations. Teach students how to cite evidence and build upon others' ideas. Establish discourse expectations and sentence stems across content areas. Evidence of Implementation: Students regularly engage in academic conversations. Increased student-to-student dialogue during classroom observations. Student centered learning environment. 3. Promote Evidence-Based Reasoning Action: Require students to justify answers using textual evidence, mathematical reasoning, data, or observations. Use common language and questioning strategies across classrooms. Evidence of Implementation: Student work samples include written and verbal justifications. Observation data shows students explaining their reasoning. 4. Utilize Error Analysis and Productive Struggle Action: Incorporate opportunities for students to analyze mistakes and misconceptions. Encourage perseverance through challenging tasks before teacher intervention. Normalize mistakes as part of the learning process. Evidence of Implementation: Error analysis tasks appear regularly in lessons. Students revise work and discuss misconceptions. Reduced teacher dependence during problem solving. 5. Encourage Multiple Solution Strategies Action: Design learning tasks that allow for more than one approach or solution. Facilitate classroom discussions comparing strategies and reasoning. Highlight multiple representations and pathways to understanding. Evidence of Implementation: Student work demonstrates varied approaches. Classroom discussions focus on comparing methods and efficiency. 6. Increase Student Ownership of Learning Action: Implement goal setting and student reflection processes. Use success criteria and learning targets during instruction. Provide opportunities for student choice, self-assessment, and peer feedback. Evidence of Implementation: Students can articulate learning targets and progress. Student reflection and goal-setting artifacts are evident. Increased engagement and independence.

Person Monitoring:

Christine Wilson

By When/Frequency:

ongoing

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

See Evidence of Implementation above.

Action Step #2

2. Increase the Rigor of Learning: Every student will engage with increasingly complex texts, tasks, and questions that promote deep understanding. 1. Increase Exposure to Complex Texts Across Content Areas Action: Utilize grade-level complex texts in reading, science, social studies, mathematics, and specials. Teach students to interact with complex text through annotation, close reading, and evidence collection. Scaffold access without reducing text complexity. Evidence of Implementation: Students regularly engage with grade-level texts. Classroom materials reflect increasing text complexity. Students cite evidence from challenging sources. 2. Strengthen Higher-Order Questioning Action: Plan and deliver questions that require analysis, evaluation, synthesis, and justification. Utilize Depth of Knowledge (DOK) Levels 3 and 4 questioning strategies. Increase student-generated questions during instruction. Evidence of Implementation: Student centered learning environment. Students explain, evaluate, and defend responses. Student discussions center on deep thinking. 3. Integrate Writing About Thinking Action: Provide frequent opportunities for students to explain reasoning through writing. Incorporate content-based writing across all subject areas. Use writing tasks that require analysis, evidence, reflection, and synthesis. Evidence of Implementation: Student work demonstrates written reasoning and justification. Writing is embedded across content areas. Students regularly use evidence to support claims. 4. Implement Rich Mathematical and Problem-Based Tasks Action: Utilize open-ended, real-world mathematical tasks. Require students to explain mathematical reasoning and evaluate multiple approaches. Incorporate problem-solving opportunities that promote conceptual understanding. Evidence of Implementation: Students engage in challenging mathematical tasks. Multiple solution pathways are visible. Students defend mathematical thinking. 5. Require Analysis and Synthesis of Learning Action: Design lessons

requiring students to compare, analyze, evaluate, and synthesize information from multiple sources. Incorporate tasks requiring students to create, develop, and defend conclusions. Use project-based and inquiry-based learning opportunities. Evidence of Implementation: Students connect ideas across sources and disciplines. Student products demonstrate deep understanding. 6. Increase Authentic Application of Learning Action: Connect learning to real-world problems and experiences. Provide performance tasks that require students to apply knowledge in new contexts. Integrate opportunities for collaboration, creation, and presentation. Evidence of Implementation: Students apply learning to relevant situations. Performance-based assessments are evident. Students create products for authentic audiences and purposes.

Person Monitoring:

Christine Wilson

By When/Frequency:

ongoing

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

See Evidence of Implementation above.

Action Step #3

3. Strengthen Instruction Through Collaborative Practice: Teachers continuously improve instruction by analyzing student thinking and sharing high-impact practices. 1. Implement PLCs Focused on Student Learning Action: Intentional PLC meetings centered on analyzing student work and evidence of learning. Use a structured PLC protocol to identify strengths, misconceptions, and instructional responses. Develop common learning targets and success criteria. Evidence of Implementation: Student work samples analyzed during PLCs. Instructional adjustments based on PLC discussions. 2. Conduct Strategy Walks Action: Schedule routine classroom walkthroughs focused on identified schoolwide instructional priorities. Observe evidence-based practices in action and collect look-for data. Facilitate reflective conversations following observations. Evidence of Implementation: Strategy walk schedules and observation data. Trends identified from classroom visits. Teacher reflection and feedback documentation. 3. Facilitate Strategy Shares Action: Create opportunities for teachers to share successful classroom practices and instructional strategies. Highlight model lessons, student engagement techniques, and instructional innovations. Use faculty meetings, PLCs, and professional development sessions for strategy sharing. Evidence of Implementation: Strategy share presentations and resources. Increased implementation of shared practices across classrooms. Teacher feedback indicating use of new strategies. 4. Strengthen Vertical Articulation Action: Facilitate regular cross-grade-level discussions regarding standards progression, student expectations, and instructional practices. Review student work and achievement data across grade levels. Identify prerequisite skills and areas needing reinforcement. Evidence of Implementation: Common understanding of standards progression. Improved alignment of instructional expectations. 5. Utilize Data-Informed Planning Action: Analyze formative, summative, and progress-monitoring data to guide instructional decisions. Identify trends, strengths, and areas for intervention and enrichment. Develop instructional plans based on student performance data. Evidence of Implementation: Data analysis protocols. Targeted instructional plans and interventions. Student growth monitoring. 6. Establish and Monitor Common Instructional Expectations Action: Define and communicate schoolwide instructional non-negotiables aligned to the School Improvement Plan. Develop common expectations for engagement, questioning, discourse, rigor, and learning targets. Monitor implementation through walkthroughs and PLC discussions. Evidence of Implementation: Walkthrough data showing consistent implementation. Increased alignment across classrooms.

Person Monitoring:

Christine Wilson

By When/Frequency:

ongoing

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

See Evidence of Implementation above.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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 2025-2026 school year, 37 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 2026-2027 school year, the percentage of students with an attendance rate of 90% or more will increase from 90% 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 and Stacey White

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:**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. PBIS training for staff. Attendance flyer for parents. Perfect attendance parties. Improved attendance recognition. Child Study Team meetings. Home visits / Parent conferences. Daily phone calls home. Development of PBIS supported classroom behavior systems.

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

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.

An attendance flyer will be created and distributed to all families at the end of the 2025-2026 school year, the beginning of the 2026-2027 school year, and periodically throughout the 2026-2027 school year.

Students with perfect attendance each grading period will attend a celebration at the end of the grading period.

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 cutout in their room for the next two weeks.

The Child Study Team will meet twice a month to review attendance data and address concerns.

Direct communication between the Child Study Team and families of students struggling with regular attendance.

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.

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)).

NA

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 ATSI, TSI, or 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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