



# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 7
  - D. Early Warning Systems ..... 8
- II. Needs Assessment/Data Review ..... 11
  - A. ESSA School, District, State Comparison ..... 12
  - B. ESSA School-Level Data Review ..... 13
  - C. ESSA Subgroup Data Review ..... 14
  - D. Accountability Components by Subgroup..... 15
  - E. Grade Level Data Review ..... 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment ..... 29
- V. Title I Requirements (optional)..... 33
- VI. ATSI, TSI and CSI Resource Review ..... 37
- VII. Budget to Support Areas of Focus ..... 38

## School Board Approval

This plan was approved by the Dade County School Board on 10/8/2025.

## SIP Authority

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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Charles D. Wyche, Jr. Elementary is charged to increase the proficiency of all students by allowing them the opportunity to expand their knowledge and skills through learning opportunities valued by students, parents, and the community. More specifically, the mission at Charles Wyche Elementary is to serve all children regardless of their capacity to learn, and according to each child's individual needs, by certified professionals in specialized areas in an enriched environment that promotes high academic standards of achievement and empowers children to lead productive and fulfilling lives as lifelong learners and responsible citizens in a technological, global society.

### Provide the school's vision statement

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The desired future of Charles D. Wyche, Jr. Elementary is one in which teachers and administrators live in harmony as a professional learning community by celebrating the teaching of and learning from children, within the school's boundary, every day in a multitude of ways. In nurturing the gifts within teachers and students, and honoring parents, and staff, the community anticipates that it will find varied ways to capture learning gains that transcend test scores on high stakes measures; a result, that will be grounded in high expectations, a sense of responsibility, success, and respect from everyone involved in educating students.

## 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

Dr. Yolanda D. Green

YGreen@dadeschools.net

**Position Title**

Principal

**Job Duties and Responsibilities**

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Principal, ensures that faculty is aware of Rtl through creating continuous professional development opportunities, adjusting the allocations of school resources as needed, holding leadership team meetings on a regular basis, conducting on-going data chats with teachers, gathering and analyzing data related to student achievement, conducting needs assessments, conducting walk-throughs on an ongoing basis, and communicating regularly with staff members.

**Leadership Team Member #2**

**Employee's Name**

Sandra Medina

Scmedina@dadeschools.net

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Assistant Principal, assists in analyzing data for the use of interventions and academic needs for Pre Kindergarten through Fifth grade, conducting walk-throughs on an ongoing basis, holding regular meetings with grade level chairpersons, supervising the Rtl process, providing support and setting expectations, ensuring fidelity to the academic programs and interventions, supervising SPED and ensuring ELL, Title I and III compliance.

**Leadership Team Member #3**

**Employee's Name**

Matilda Ysidro

MYsidro@dadeschools.net

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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Instructional Coach, leads and evaluates school core content standards and programs, collects data and analyzes information to construct a focus plan to improve student achievement, assists in developing and monitoring intervention programs in English Language Arts, assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, participates in the design and delivery of professional development, assists with the implementation of differentiated instruction, and

provides support for assessment and implementation monitoring.

## **Leadership Team Member #4**

### **Employee's Name**

Star Grimm

SGrimm@dadeschools.net

### **Position Title**

Instructional Coach

### **Job Duties and Responsibilities**

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Instructional Coach, leads and evaluates school core content standards and programs, collects data and analyzes information to construct a focus plan to improve student achievement, assists in developing and monitoring intervention programs in English Language Arts, assists with whole school screening programs that provide early intervention services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, participates in the design and delivery of professional development, assists with the implementation of differentiated instruction, and provides support for assessment and implementation monitoring.

## **Leadership Team Member #5**

### **Employee's Name**

Consuelo Saleh

Csaleh@dadeschools.net

### **Position Title**

Counselor

### **Job Duties and Responsibilities**

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Advises and counsels students regarding academic, educational, and short-term social and emotional problems. Provides individual student planning and responsive services to support students and their families regarding academic matters. Teaches guidance classes and provides guidance counseling to students through planned activities in small group or classroom settings to convey educational, social, and important school information, and offers workshops/seminars for parents. Consults, facilitates, and maintains communication with parents, teachers, administrators, and pertinent agents on specific student and parent academic and educational matters including academic modifications and/or accommodations.

## **Leadership Team Member #6**

### **Employee's Name**

Ana Mestre

324057@dadeschools.net

**Position Title**

Teacher and ESE Chairperson

**Job Duties and Responsibilities**

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Actively participates in school leadership meetings, disseminates information from meetings to other members, engages grade level members in professional development promoting hands-on activities and strategies, monitoring student achievement, and participates in data chats.

**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.*

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Charles D. Wyche, Jr. Elementary School relies on stakeholder input during the development of the School Improvement Process. As part of the effort to promote school improvement and educational accountability, Charles D. Wyche, Jr. Elementary School conducts an annual school climate survey of students, parents, and teachers/staff. Data from this survey is reviewed by the school's leadership team and used in the development of the school improvement goals. After the development of the school improvement plan, the plan is reviewed and approved cooperatively by the school's EESAC committee (administrators, teachers, parents, students, business/community representatives, and UTD designated steward). This process is repeated throughout the year as new action steps are added to the areas of focus.

**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)).

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The school improvement plan is regularly monitored for effective implementation and impact

on increasing the achievement of students through School Impact Review. The purpose of this process is to examine the implementation of the Areas of Focus within the School Improvement Plan and to observe key components within the Framework of Effective Instruction. Feedback and recommendations from the Impact Review is used to make instructional shifts and develop the action steps for the next phase of the School Improvement Plan. By consistently monitoring the School Improvement Plan, analyzing data, involving stakeholders, providing professional development, and revising the plan as needed, we can ensure continuous improvement and work towards closing the achievement gap for all students, particularly those who are historically underserved.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:</b>

## 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	90	99	87	110	96	94				576
Absent 10% or more school days		12	5	10	3	10				40
One or more suspensions				1						1
Course failure in English Language Arts (ELA)			4	15	11	5				35
Course failure in Math			3	9	15	2				29
Level 1 on statewide ELA assessment				28	26	16				70
Level 1 on statewide Math assessment				14	19	11				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	21	21	47	36	30				171
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	19	11	9	8					54

#### 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	6	13	12	45	31	19				126

#### 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	1	1	16	1	1				22
Students retained two or more times				2						2

**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		9	4	9	3	10				35
One or more suspensions				1						1
Course failure in English Language Arts (ELA)		1	3	20	7	5				36
Course failure in Math		1	2	13	13	1				30
Level 1 on statewide ELA assessment				21	28	32				81
Level 1 on statewide Math assessment				12	19	19				50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		32	36	60						128
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		17	6	22	8					53

**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		18	6	43	35	33				135

**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		1	1	21						23
Students retained two or more times				1						1

## 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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	65	59	52	63	57	55	60	53
Grade 3 ELA Achievement	47	65	59	51	63	58	63	60	53
ELA Learning Gains	60	65	60	62	64	60			
ELA Lowest 25th Percentile	53	62	56	54	62	57			
Math Achievement*	59	72	64	53	69	62	58	66	59
Math Learning Gains	61	66	63	74	65	62			
Math Lowest 25th Percentile	54	59	51	68	58	52			
Science Achievement	55	63	58	50	61	57	44	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	66	63	63	64	61	46	63	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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	506
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	59%	54%	57%	48%		48%

\* 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	52%	No		
English Language Learners	53%	No		
Black/African American Students	53%	No		
Hispanic Students	56%	No		
Economically Disadvantaged Students	54%	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	50%	47%	60%	53%	59%	61%	54%	55%					67%
Students With Disabilities	37%	23%	53%	60%	38%	71%	75%	50%					59%
English Language Learners	39%	44%	59%	54%	60%	62%	56%	39%					67%
Black/African American Students	50%	50%	56%		39%	72%							
Hispanic Students	49%	45%	60%	51%	61%	59%	53%	55%					67%
Economically Disadvantaged Students	51%	45%	59%	42%	56%	60%	57%	56%					64%

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	52%	51%	62%	54%	53%	74%	68%	50%					63%
Students With Disabilities	31%	32%	61%		29%	61%	50%	23%					56%
English Language Learners	43%	31%	59%	51%	52%	76%	68%	58%					63%
Black/African American Students	52%	64%	64%		39%	45%							
Hispanic Students	52%	47%	63%	51%	54%	76%	68%	50%					63%
Economically Disadvantaged Students	51%	51%	64%	48%	53%	74%	65%	47%					62%

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	55%	63%			58%			44%					46%
Students With Disabilities	38%	57%			49%			26%					43%
English Language Learners	46%	53%			50%			30%					52%
Black/African American Students	75%				56%								
Hispanic Students	53%	63%			58%			42%					51%
Economically Disadvantaged Students	53%	64%			57%			40%					54%

## 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	40%	60%	-20%	57%	-17%
ELA	4	42%	59%	-17%	56%	-14%
ELA	5	41%	60%	-19%	56%	-15%
Math	3	53%	69%	-16%	63%	-10%
Math	4	47%	68%	-21%	62%	-15%
Math	5	49%	62%	-13%	57%	-8%
Science	5	44%	56%	-12%	55%	-11%

### III. Planning for Improvement

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#### 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?

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The most significant improvement for 2025 was in overall Math proficiency; in 2024, the overall Math proficiency was 53%, and for 2025, it is 59%, which is a 6% increase. Our school's new actions for this improvement were closely monitoring mathematics instruction and assessments, ensuring mathematics teachers had two teacher led centers for Tier 1 and Tier 2 instruction, providing students with extra-curricular tutorials, conducting math-focused walkthroughs, and ensuring instruction was conducted with fidelity.

##### **Lowest Performance**

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

---

Grade 3 ELA Proficiency showed the lowest performance. Grade 3 ELA proficiency for the 2025 school was at 47%, a decrease from 51% from 2024. Some of the contributing factors were the increase in ELL students and the increase in population of ESE students.

##### **Greatest Decline**

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

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The greatest decline from 2024 to 2025 is Math Lowest 25% proficiency. Math Lowest 25 proficiency in 2024 was 68% and in 2025, Math Lowest 25% proficiency dropped to 54%. Some of the contributing factors were inconsistent monitoring of ELL and ESE students who were identified as lowest 25% and students missing prerequisite skills.

##### **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.

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Grade 3 ELA Proficiency showed the greatest gap compared to the state average. Grade 3 ELA proficiency for the school is 47%, while the state average is 59%; a 12% gap. Some of the contributing factors were the increase in ELL students and an increased population of ESE students.

##### **EWS Areas of Concern**

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

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Reflecting on the 2024-2025 Early Warning System Indicators, the areas of concern are:  
171 students demonstrating a substantial ELA deficiency and 126 students having two or more EWS indicators.

**Highest Priorities**

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

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1. Increase overall Mathematics, ELA and Science proficiency
2. Increase learning gains and L25 proficiency in ELA & Mathematics
3. Improve School Attendance (Staff & Student)
4. Encourage Staff participation in Professional Learning Opportunities
5. Improve Student Attendance

## **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 ELA required by RAISE (specific questions)**

#### **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.

According to the 2024-2025 FAST assessment results, only 47% grade 3 ELA proficiency, 50% overall ELA proficiency, 60% ELA learning gains and students in K-2 scored at the 31st percentile on the 2025 STAR ELA. The data trails both district and state averages indicates a persistent gap in foundational literacy skills and comprehension skills. Data disaggregation revealed challenges in vocabulary development, identifying the central idea and citing text-based evidence. These deficits impact students' ability to access content across subjects and hinder academic success overall.

#### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Our school will implement the targeted element of Standards-Based Collaborative Planning to build teachers' instructional capacity to address the critical need of overall proficiency in Reading/ELA.

#### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

Our school will implement the targeted element of Standards-Based Collaborative Planning to build teachers' instructional capacity to address the critical need of overall proficiency in Reading/ELA.

#### **Grades K-2: Measurable Outcome(s)**

Our school aims to increase ELA proficiency in Grades K-2, from a baseline ranking of 31% in 2024-2025 to at least 40% by the end of the 2025-2026 school year, as measured by the FAST assessment. Specifically we plan to increase grade K ELA proficiency from 37% to 45%, grade 1 from 23% to 45% and grade 2 from 26% to 45%, reflecting a district-based measurable outcome by each grade level.

#### **Grades 3-5: Measurable Outcome(s)**

Our school aims to increase ELA proficiency in Grades 3-5, from a baseline of 50% in 2024-2025 to at least 55% by the end of the 2025-2026 school year, as measured by the FAST assessment.

Specifically we plan to increase grade 3 ELA proficiency from 47% to 52%, grade 4 from 53% to 58% and grade 5 from 49% to 55%, reflecting a district-based measurable outcome by each grade level.

### **Monitoring**

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

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Monitoring Implementation and progress will be monitored through: Weekly Standards- Based Collaborative Planning where teachers and instructional coaches will plan lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to grade level standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Teacher Data Charts(formative assessments), quarterly FAST PM assessments and iReady Diagnostic results will be utilized to track incremental progress towards proficiency at each grade level. Instructional walk-throughs and impact cycles will be used to ensure fidelity to standards-based instruction. Teacher and student data trackers will be used to disaggregate data by standards, subgroup and grade level.

### **Person responsible for monitoring outcome**

Sandra Medina, Assistant Principal

### **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:**

Implementation of Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

### **Rationale:**

Standards-based collaborative planning ensures that both teachers and students have a clear understanding of learning expectations, the purpose behind the learning, and how to apply the knowledge and skills. This approach emphasizes transparency in instruction and assessment, aligning daily learning activities with established standards. It facilitates a shared understanding of what students are expected to learn and how they will demonstrate their mastery.

### **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**

Collaborative Planning Schedule

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025/weekly

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

Administration will develop a master schedule that allows for teachers to meet with Instructional Coaches to review ELA and Math Assessments, identify low performing standards and group students for remediation or enrichment.

**Action Step #2**

Standards-Based Grade Level Goal Setting

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025/weekly

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

Implementation will be monitored by Instructional coaches participation in the development of specific goals, expectations and protocols for the Standards-Based Collaborative Planning process. These goals will include aligning lessons with standards, reviewing student work products, analyzing data, etc.

**Action Step #3**

Instructional Frameworks

**Person Monitoring:**

Sandra Medina, Assistant Principapl

**By When/Frequency:**

September 26, 2025/weekly

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

During standards-based collaborative planning, Instructional coaches review instructional frameworks with teachers in order to align instructional delivery. Teachers will review the components of the frameworks and adjust lesson plans and instructional delivery. Instructional coaches will review students outcomes with teachers to assess impact on student learning.

**Action Step #4**

Planning for Small Group Instruction

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

January 16, 2026

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

During standards-based collaborative planning, instructional coaches will support teachers in analyzing student performance data to identify specific learning needs. They will facilitate data chats to examine trends, assist in developing criteria for grouping students based on skill levels and needs, and guide the creation of targeted lesson plans. Additionally, coaches will help teachers select and

curate instructional materials aligned with state standards and student learning goals.

### **Action Step #5**

Build Teacher Capacity

#### **Person Monitoring:**

Sandra Medina, Assistant Principal

#### **By When/Frequency:**

January 16, 2026

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

The school will implement a plan for ongoing, job-embedded professional development focused on instructional strategies, data reflection, and student engagement. This plan includes conducting a needs assessment to identify specific areas for growth, ensuring teacher participation in district-provided workshops, modeling lessons and co-teaching with Instructional Coaches, and facilitating peer observation cycles.

### **Area of Focus #2**

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

#### **Instructional Practice specifically relating to Small-group Instruction**

##### **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.

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According to the 2025 FAST PM3 data, 50% of the students in grades 3-5 are proficient in ELA, 47% of grade 3 ELA students are proficient, 59% of the students in grades 3-5 are proficient in Math, and 55% of the 5th grade students are proficient in science. Based on the data, and the identified contributing factors of new teachers to grade level, an influx of ELL students, and unfinished student learning in previous grades due to inconsistency in attendance, we will implement the targeted element of standards-based collaborative planning to build teachers' instructional capacity to address the critical need of overall proficiency in ELA, Math and Science.

##### **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.

---

Our school aims to increase ELA proficiency in Grades 3-5, from a baseline of 50% in 2024-2025 to at least 55%, increase Math proficiency in Math, from a baseline of 59% to 64% and increase Grade 5 Science proficiency from a baseline of 55% to 60%, by the end of the 2025-2026 school year, as measured by the FAST assessment. Specifically, we plan to increase grade 3 ELA proficiency from 47% to 52%, grade 4 from 53% to 58% and grade 5 from 49% to 55%; reflecting a district-based measurable outcome by each grade level.

##### **Monitoring**

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

---

Monitoring Implementation and progress will be monitored through: Teachers will meet with instructional coaches after each ELA Progress Monitoring Assessments or Math Topic Assessment to create lessons that remediate grade level standards students have not mastered. Students' work samples and assignments will demonstrate remediation and mastery of the instructional objective. Administration will check for small group instructional plans and evidence of small group instruction. Teacher Data Charts(formative assessments), quarterly FAST PM assessments and iReady Diagnostic results will be utilized to track incremental progress towards proficiency at each grade level. Instructional walk-throughs and impact cycles will be used to ensure fidelity to standards-based instruction. Teacher and student data trackers will be used to disaggregate data by standards, subgroup and grade level.

**Person responsible for monitoring outcome**

Sandra Medina, Assistant Principal

**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:**

Implementation of Small Group Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**Rationale:**

Research demonstrates Small Group Instruction benefits a wide range of students. Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Teacher-led groups provide an efficient way of introducing material, increasing student engagement, meeting common student learning needs, and providing individual attention or instruction.

**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**

Data-driven Small Group Instruction

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025/biweekly

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

Implementation will be monitored by reviewing assessment results. Teachers work with instructional coaches to plan for small group instruction that meets students' specific needs. Together, they disaggregate data to find gaps in skills and group students based on their specific needs. Instructional coaches can assist with identifying teaching strategies and resources such as leveled texts, math tools, or graphic organizers to support learning.

**Action Step #2**

Learning Environment

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025

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

Teachers will develop a classroom environment with systems that are conducive to small group instruction such as allocated spaces, student folders, student activities, posted groups and group rotations.

**Action Step #3**

Data Trackers

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025/monthly

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

Implementation will be monitored through the use of Teacher and Student Data-Trackers to monitor ELA/Math assessments results. Administration will conduct quarterly data chats to adjust groups based on current data. Data Analysis of formative assessments will be reviewed to observe student progress during Planning to ensure students are demonstrating growth on remediated standards.

**Action Step #4**

Lesson plans for small-group instruction

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

January 16, 2026

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

Teachers will use data from Performance Matters to identify specific lowest performing standards from Progress Monitoring Assessments and/or Topic Assessments. They will use District Pacing Guides to develop lesson plans and use the recommended resources for guided instruction. Teachers will implement instruction and adjust tasks to meet varying needs within the groups.

**Action Step #5**

Provide Immediate Feedback

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

January 16, 2026

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

Teachers will provide feedback to students with clear information on their strengths and areas for improvement, helping them build their understanding. Feedback will be provided in the form of completed student data trackers, teacher comments/feedback in student workbooks or journals and small group work samples.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Intervention****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.

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According to the 2024-2025 FAST assessment results, only 47% grade 3 ELA proficiency, 50% overall ELA proficiency, 60% ELA learning gains and students in K-2 scored at the 31st percentile on the 2024-2025 STAR ELA. The data trails both district and state averages indicates a persistent gap in foundational reading skills. Data disaggregation revealed deficits in phonemic awareness, phonics, fluency, vocabulary, and comprehension development, These deficits impact students' ability to access content across subjects and hinder academic success overall.

**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.

---

Our school aims to increase ELA proficiency in Grades 3-5, from a baseline of 50% in 2024-2025 to at least 55% by the end of the 2025-2026 school year, as measured by the FAST assessment. Specifically, we plan to increase K ELA proficiency from 37% to 45%, grade 1 from 23% to 45% , grade 2 from 26% to 45%, grade 3 ELA proficiency from 47% to 52%, grade 4 from 53% to 58% and grade 5 from 49% to 55%.; reflecting a district-based measurable outcome by each grade level.

**Monitoring**

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

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Monitoring Implementation and progress will be monitored through: Biweekly collaborative planning meetings to review and plan for Reading Horizons Core Four implementation and pacing. Checkpoints and chapter assessments will be used to track incremental progress towards proficiency. Instructional walk-throughs and impact cycles will be used to ensure Intervention is taking place with fidelity.

**Person responsible for monitoring outcome**

Sandra Medina, Assistant Principal

**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:**

Intervention instruction is systematic and cumulative, organized in a sequence that appropriately scaffolds teaching and learning. Each sound of the English language is explicitly taught along with the letter(s) representing the sound. Five Phonetic Skills are taught to help students recognize short and long vowel patterns in words and syllables. Two Decoding Skills are presented to show students how to decode multisyllabic words. The Reading Horizons method also supports learning and memory by simultaneously engaging auditory, visual, and kinesthetic modalities during instruction. A marking system is employed to draw students' attention to the features and patterns of English and give visual cues for pronunciation. Throughout instruction, students are provided with engaging activities to practice and apply, or "transfer," the skills learned. In addition, Reading Horizons supports districts using its print and digital Skill Check assessments to evaluate the impact of Reading Horizons Discovery on student growth. The evidenced based strategy that we are focusing on is Intervention/ RTI, using Reading Horizons, which is aligned to the BEST ELA standards and the K-5 Reading Plan.

**Rationale:**

Reading Horizons Intervention is an early identification and support for students with learning needs. The program is a research based program that provides solid, systematic instruction using proven Direct Instruction techniques, universal screening of students and on-going student monitoring.

**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**

Intervention Preparedness

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025

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

Monitoring of the preparedness for Intervention will be through Instructional walkthroughs to ensure each teacher has an Intervention Kit. Teachers will identify Tier 2 & Tier 3 students to be coded for Intervention instruction. Teachers will create student intervention journals with trackers to monitor progress on checkpoints and chapter assessments.

**Action Step #2**

Intervention Assessments

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025

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

Teachers in kindergarten through grade five will administer the Reading Horizons Diagnostic Assessments (Grade Kindergarten to Third: Spelling & Word Recognition & Reading Assessment; Grades 4-5: Reading Assessment & Library Assessment) to Tier 2 & Tier 3 students. Instructional Coaches will assist teachers in identifying Tier 2 & Tier 3 students and assure completion of both diagnostic assessments during Collaborative Planning.

**Action Step #3**

Intervention Instructional Delivery

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025/bi-weekly

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

The Instructional Coaches will conduct weekly collaborative meetings with teachers and Interventionists to plan for Reading Horizons Core Four components. Coaches will assist teachers with lesson pacing, weekly student usage of digital application, and ensure checkpoints and chapter tests are administered in a timely manner.

**Action Step #4**

Delivery of Explicit Instruction

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

January 16, 2026

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

Teachers will deliver clear, focused instruction aligned with the Reading Horizons Daily Core 4 Components framework. Instruction will follow the district's Quarter 2 pacing guides for Tier 2 and Tier 3 intervention instruction. Teachers will utilize the Reading Horizons teacher manual and platform to support lesson delivery, monitor student progress, and provide differentiated instruction. Student journals will be used to document learning and collect work samples.

**Action Step #5**

Monitoring Intervention

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

January 16, 2026

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

The Instructional Leadership Team will conduct regular walkthroughs to monitor teacher adherence to district pacing guides, verify the administration of skills checks and chapter assessments, ensure daily instruction is consistently documented in student journals, and confirm that intervention trackers are being completed.

## **IV. Positive Learning Environment**

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### **Area of Focus #1**

## Student Attendance

### **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.

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According to 2024-2025 EWS data, student attendance is an area of focus; students cannot learn if they are not in school; therefore, we must prioritize student attendance monitoring and incentives. During the 2024-2025 school year, there were 22% of students with 11-15 absences, 19% of students with 16-30 absences, and 1% of students with 31+ absences. Early Warning Signs are research-based indicators to identify students at risk of failing to meet educational milestones.

### **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.

---

Our school aims to increase schoolwide student attendance from a 2024-2025 Early Warning System baseline of 22% of students with 11-15 absences and 19% of students with 16-30 absences to 17% of students with 11-15 absences and 15% of students with 16-30 absences by the end of the 2025-2026 school year, as measured by the Early Warning System.

### **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.

---

Monitoring Implementation and progress will be monitored through: School Attendance Review Committee will meet biweekly to review the school's attendance plan which includes initiatives to promote regular student attendance, identify students with excessive absences, and provide interventions to prevent causes of excessive absences.

### **Person responsible for monitoring outcome**

Sandra Medina, Assistant Principal

### **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:**

Implementation of Student Attendance Initiatives involve close monitoring and reporting of student absences, communicating with parents, conducting home visits, providing counseling and referrals to outside agencies, as well as providing incentives for students with perfect attendance.

### **Rationale:**

Student attendance initiatives are essential for fostering a positive and productive learning environment, promoting student success, contributing to overall school success. Student Attendance Committee demonstrates a commitment to addressing attendance challenges and promoting a positive school environment that values consistent student attendance. The committee's efforts can contribute to improved student outcomes and create a supportive network to address attendance-related issues effectively.

**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**

Student Attendance Committee

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025/bi-weekly

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

Implementation will be monitored by the School Attendance Committee, which includes identifying students with excessive absences, providing appropriate interventions to reduce chronic absenteeism, and monitoring attendance progress by providing attendance incentives.

**Action Step #2**

Attendance Bulletin Verification

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025/daily

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

The Implementation will be monitored by homeroom teachers who will verify student attendance on the school's daily Attendance Bulletin by 2pm. School registrar will communicate with teachers who have not verified attendance via email and copy administration.

**Action Step #3**

Student Incentives

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

September 26, 2025/daily

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

The school will enhance daily attendance by fostering a positive, inclusive school culture through regular recognition and meaningful incentives. By celebrating outstanding attendance and improved attendance with strategies like certificates, class-level rewards (e.g., pizza parties, extra recess), and tangible prizes or public praise, we shift the focus from punitive measures to motivational support. The School Attendance Committee will monitor the effectiveness of attendance incentives by regularly reviewing real-time data, along with intervention tracking, to check for improvements and adjust strategies as needed.

**Action Step #4**

Additional Attendance Incentives

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

January 16, 2026

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

The Attendance Review Committee will celebrate and reward the homeroom class or classes that achieve 100% attendance each week with a special incentive, encouraging a culture of consistent attendance and school pride!

**Action Step #5**

Student Enrollment and Attendance Management

**Person Monitoring:**

Sandra Medina, Assistant Principal

**By When/Frequency:**

January 16, 2026

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

All homeroom teachers will verify attendance on the daily attendance bulletin by 2 PM. The school registrar will monitor attendance verification. Additionally, the registrar will promptly alert administration of any student withdrawals and new registrations.

## V. Title I Requirements (optional)

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### 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.

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The school's SIP and SWP will be presented to stakeholders via the the school webpage, <https://charlesdwyches.net/>, ESSAC meetings and in Title I parent meetings.

#### 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)).

---

In order to build positive relationships with parents, families and other stakeholders, the school will any hold opportunities for parents to interact with students and staff. Examples of these are Title 1 Parent Meetings, ESSAC meetings, Literacy Night, Math & Science Night as well as Parent-Teacher conferences. The PFEP will be available via the the school webpage, <https://charlesdwyches.net/>.

#### 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)).

---

In order to strengthen the school's academic program and quality of learning, the school will focus on

Standards-Based Collaborative Planning, Small Group Instruction and Intervention. These instructional practices will assist in accelerating the proficiency of our students as it is a systematic approach of instruction to meet the students' needs and provide enrichment/remediation as needed. Teacher Data Charts(formative assessments), quarterly FAST PM assessments and iReady Diagnostic results will be utilized to track incremental progress towards proficiency at each grade level. Instructional walk-throughs and impact cycles will be used to ensure fidelity to standards-based instruction. Teacher and student data trackers will be used to disaggregate data by standards, subgroup and grade level.

### **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)).

---

Instructional practices for this school are developed in coordination with the Florida B.E.S.T. standards. These standards include specific topics, goals, and themes that students are to learn at each grade level. Students must demonstrate at or above grade level mastery of standards.

## **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)).

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Charles D. Wyche, Jr. Elementary School supports students' development beyond academics through counseling, mental health services, and specialized support, with a focus on our large ASD and ELL populations. School counselors, behavior specialists, and bilingual staff provide individualized services such as counseling, behavior support, and communication assistance. Partnerships with families and community agencies help ensure students receive consistent support to build confidence, improve behavior, and succeed in a safe, inclusive environment.

#### **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)).

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N/A

#### **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)).

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Charles D. Wyche, Jr. Elementary School uses a schoolwide, tiered model of support to prevent and address problem behaviors, coordinated with services under IDEA. Tier 1 includes consistent behavior expectations and schoolwide strategies for all students. Tier 2 provides targeted interventions for students needing additional support, including those with ASD and ELL needs. Tier 3 offers intensive, individualized services, including behavior intervention plans (BIPs), developed by a multidisciplinary team. Data is used at all levels to ensure early identification and alignment with IDEA services.

#### **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)).

---

Charles D. Wyche, Jr. Elementary School provides ongoing professional learning for teachers, paraprofessionals, and staff to strengthen instructional practices and data-driven decision-making. Training focuses on analyzing academic assessment data to guide instruction, differentiate learning, and support ELL and ASD student populations. Professional development is delivered through collaborative planning, instructional coaching, and district-led workshops. To recruit and retain effective teachers, particularly in high-need areas such as ESE and ESOL, the school works closely with the district to provide mentorship for new teachers, promote a supportive work environment, and offer access to continued learning and career advancement opportunities.

### **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)).

---

Charles D. Wyche, Jr. Elementary School employs several strategies to support preschool children's smooth transition from early childhood education programs to elementary school. Our two preschool classrooms, including an ESE preschool, collaborate closely with elementary teachers and support staff to align curriculum and expectations. Transition activities include orientation sessions for families, classroom visits, and meet-and-greet events with elementary teachers. Individualized transition plans are developed for ESE preschool students in coordination with families and support personnel to ensure continuity of services.

## **VI. ATSI, TSI and CSI Resource Review**

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This section must be completed if the school is identified as ATSI 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.

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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).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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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