

Miami-Dade County Public Schools

Charles David Wyche, Jr Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Charles David Wyche, Jr Elementary School

5241 NW 195TH DR, Miami Gardens, FL 33055

<http://cdwyche.dadeschools.net/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Medina, Sandra	Assistant Principal	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 on going basis, holding regular meetings with grade level chairpersons, supervising the RtI process, providing support and setting expectations, ensuring fidelity to the academic programs and interventions, supervising SPED and ensuring ELL, Title I and III compliance.
Ysidro, Matilda	Instructional Coach	Instructional Coach, leads and evaluates school core content standards and program, 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.
Saleh, Consuelo	School Counselor	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.
Sayre, Barbara	Teacher, PreK	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.
Watkins, Thalya	Principal	Principal, ensures that faculty is aware of RtI 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.

Stakeholder Involvement and SIP Development

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. (ESSA 1114(b)(2))

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

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.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	17	10	9	18	11	7	0	0	0	72	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	12	5	2	0	0	0	0	19	
Course failure in Math	0	0	0	8	7	3	0	0	0	18	
Level 1 on statewide ELA assessment	0	0	0	14	11	6	0	0	0	31	
Level 1 on statewide Math assessment	0	0	0	12	10	8	0	0	0	30	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	7	16	29	18	12	0	0	0	91	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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	7	26	31	26	0	0	0	0	92

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially 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 days	0	0	8	6	8	6	9	0	0	37	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	10	8	2	4	0	0	0	25	
Course failure in Math	0	1	10	14	7	2	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	13	25	12	0	0	0	50	
Level 1 on statewide Math assessment	0	0	0	12	28	15	0	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	17	28	28	13	0	0	0	87	

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	0	1	10	17	20	13	0	0	0	61

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	7	13	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	0	8	6	8	6	9	0	0	37	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	10	8	2	4	0	0	0	25	
Course failure in Math	0	1	10	14	7	2	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	13	25	12	0	0	0	50	
Level 1 on statewide Math assessment	0	0	0	12	28	15	0	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	17	28	28	13	0	0	0	87	

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	0	1	10	17	20	13	0	0	0	61

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	7	13	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that 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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	60	53	47	62	56	40		
ELA Learning Gains				67			45		
ELA Lowest 25th Percentile				60			52		
Math Achievement*	58	66	59	43	58	50	41		
Math Learning Gains				68			57		
Math Lowest 25th Percentile				77			48		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44	58	54	35	64	59	57		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	52	63	59	57			46		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	272
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 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%
SWD	43			
ELL	46			
AMI				
ASN				
BLK	66			
HSP	53			
MUL				
PAC				
WHT				
FRL	54			

2021-22 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%
SWD	50			
ELL	56			
AMI				
ASN				
BLK	62			
HSP	58			
MUL				
PAC				
WHT	18	Yes	1	1
FRL	56			

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. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	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			58			44					52
SWD	38			49			26				5	43
ELL	46			50			30				5	52
AMI												
ASN												
BLK	75			56							2	
HSP	53			58			42				5	51
MUL												
PAC												
WHT												
FRL	53			57			40				5	54

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	47	67	60	43	68	77	35					57
SWD	20	55	57	37	72	83	29					49
ELL	41	63	58	42	73	85	29					57
AMI												
ASN												
BLK	65	75		54	53		62					
HSP	46	69	63	42	74	81	32					56
MUL												
PAC												
WHT	17			17			20					
FRL	46	66	60	41	68	77	35					57

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	40	45	52	41	57	48	57					46
SWD	25	40	42	40	63	44	62					22
ELL	35	56	58	39	56	38	55					46

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	41	15		41	46		29					
HSP	40	49	52	42	59	40	62					46
MUL												
PAC												
WHT	27			27								
FRL	38	42	48	40	56	46	57					44

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	56%	-20%	54%	-18%
04	2023 - Spring	40%	58%	-18%	58%	-18%
03	2023 - Spring	39%	52%	-13%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	63%	-14%	59%	-10%
04	2023 - Spring	42%	64%	-22%	61%	-19%
05	2023 - Spring	50%	58%	-8%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	50%	-19%	51%	-20%

III. Planning for Improvement

Data Analysis/Reflection

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

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

When comparing the 2022-2023 data in the accountability categories, our school's lowest component was Science at 41%. For 2021-2022, Science was also the lowest component. Although for the 2022-2023 there was growth in all reporting categories from the previous school year. The most significant contributing factor is the large population of ELL and SWD students.

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

All of our data components increased from the prior year. For the 2021-2022 school year our proficiency rates were 47% ELA, 43% Math, and 35% Science. For the 2022-2023 school year the proficiency rates were 53% ELA, 60% Math, and 41% Science, the proficiency rates increased in all categories.

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.

Our data component with the greatest gap compared to the state average was 4th grade Mathematics. The state average was 61% proficient compared to our students who scored 49% a difference of 12%. Factors include a large ELL population, a decline in student enrollment, and having new teachers to the grade level and subject area.

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

The data component that showed the most improvement was 5th Grade Mathematics and overall Mathematics proficiency. In 5th grade the state average 55% proficient and our students were 65% proficient. The actions we took were after school tutoring, Saturday school, and an experienced teacher that was able to teach 3 periods of mathematics.

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

When reviewing the EWS data, the following are areas of concern:

1. Student attendance
2. Student enrollment

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

The highest priorities for school improvement in the upcoming school year are as follows:

1. Improving proficiency levels
2. Students demonstrating academic growth

Area of Focus

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

#1. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 53% of the students in grades 3-5 are proficient in ELA, 60% of the students in grades 3-5 are proficient in Math, and 41% of the 5th grade students are proficient in science. Based on the data, and the identified contributing factors of new teachers to grade level, new grade-level benchmarks, and student's unfinished learning in previous grades due to inconsistency in attendance. We will implement the targeted element of standards-based collaborative planning to build teacher's instructional capacity to address the critical need of overall proficiency in ELA, Math and Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of benchmark-aligned instruction, ELA proficiency will increase by 5 percentage points, Math proficiency will increase 5 percentage points, and Science proficiency will increase by 5 percentage points on the FAST PM3 assessment during the 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team members and Administration will monitor the implementation of the B.E.S.T. Standards through Collaborative Planning. Administration will schedule opportunities throughout the school year for teachers to participate in Collaborative Planning. Teachers will meet weekly with instructional coaches to plan lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks. Administration will conduct walkthroughs and provide feedback to teachers/ coaches as needed.

Person responsible for monitoring outcome:

Sandra Medina (scmedina@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Within the Targeted Element of collaborative planning, our school will focus on standards-based collaborative planning. Standards-based collaborative planning in elementary schools is a strategic approach that offers numerous benefits for both educators and students. Collaborative planning ensures that lessons and curriculum are aligned with established academic standards. This alignment helps

guarantee that students are exposed to the essential knowledge and skills required at their grade level. Furthermore, aligning instruction with standards and sharing effective teaching strategies, collaborative planning contributes to improved student achievement. Students benefit from a well-coordinated curriculum and high-quality instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will develop a master schedule that allows for collaborative planning of colleagues who teach the same grade level or subject area with the Instructional Coaches.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/21/2023

The instructional coaches will develop specific goals/ protocols for the collaborative planning process. These goals will include aligning lessons with standards, reviewing student work products, analyzing data, etc.

Person Responsible: Matilda Ysidro (mysidro@dadeschools.net)

By When: 08/25/2023

During collaborative planning, the instructional coaches will build teacher content knowledge by collecting and sharing teaching resources, materials, and textbooks that align with the chosen standards and collaboratively reviewing and selecting resources that best support the learning objectives.

Person Responsible: Matilda Ysidro (mysidro@dadeschools.net)

By When: 09/29/2023

Administration will continuously review and refine the collaborative planning process based on feedback, student performance data, and changes in educational standards or practices to meet the needs of the school.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

#2. ESSA Subgroup specifically relating to White**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, our ESSA White Subgroup scored below 41% proficiency for one year and below 32% proficiency for one year. Based on the data, the identified contributing factors include incoming student's readiness levels, growing ESE population, new grade-level benchmarks, and student's unfinished learning in previous grades due to inconsistency in attendance. We will implement the targeted element of Differentiated Instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Differentiated Instruction, there will be an increase of 5 percentage points for the ESSA White Subgroup reaching proficiency levels on the FAST PM3 2024 assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Sandra Medina (scmedina@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiation, our school will focus on the Evidence-based Intervention of: Scaffolding. Scaffolding will assist with gradually building the students' knowledge by planning with their data in mind and meeting students where they are. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task or achieve a goal through a gradual shedding of outside assistance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will develop classroom systems that are conducive to differentiated scaffolded instruction such as allocated spaces, student folders, posted groups and group rotations.

Person Responsible: Matilda Ysidro (mysidro@dadeschools.net)

By When: 08/14/2023 to 9/08/2023

Teachers will develop lesson plans that address students' needs. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/14/2023 to 9/08/2023

Teachers will attend weekly collaborative planning meetings to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will take turns taking the lead and modeling explicit instruction that address identified student needs. Strategies can include appropriate scaffolding, thinks alouds, and student questioning.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/14/2023 to 9/08/2023

Teachers will use the District provided Student Data Trackers to monitor students' assesment results in ELA, Math and Science.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 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 22-23 school year, there were 27% of students with 11-15 absences, 19% of students with 16-30 absences, and 22% of students with 31+ absences. Based on the data and contributing factors of excessive truancy on student academic performance, we will implement attendance initiatives.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we implement school-wide attendance initiatives, we will be able to increase student attendance at Charles D. Wyche, Jr., Elementary as evidenced by a 10% reduction in the percentage of students with 11 or more days absent during the 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student attendance initiatives will be monitored by the School Attendance Review Committee. An Attendance Review Committee is a multidisciplinary team responsible for monitoring and addressing student attendance issues in a school or educational institution. The committee's primary goal is to promote regular attendance, identify root causes of absenteeism, and implement targeted interventions to support students in improving their attendance. The responsibilities of the committee will include identifying targeted students, conducting appropriate interventions, monitor attendance progress, providing attendance incentives, etc.

Person responsible for monitoring outcome:

Sandra Medina (scmedina@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic attendance initiatives are essential for fostering a positive and productive learning environment, promoting student success, and contributing to overall school improvement. Establishing an Attendance Review 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

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will identify and train members of the 2023-2024 attendance review committee on the attendance monitoring initiatives for the school year. Administration will ensure representation from various grade levels, subject areas, and relevant school departments. Administration will define the roles and responsibilities of each committee member.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

The attendance review committee will develop a meeting schedule. Notification will be sent to all committee members email.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

The attendance review committee will establish schoolwide attendance incentives to motivate students to come to school on time every day.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

The Attendance Review Committee will establish communication protocols for sharing attendance data, intervention plans, and progress updates with parents/guardians. The committee will also determine the best methods for reaching out to families and providing them with resources.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

#4. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 53% of the students in grades 3-5 are proficient in ELA, 60% of the students in grades 3-5 are proficient in Math, and 41% of the 5th grade students are proficient in science. Based on the data, the identified contributing factors include incoming student's readiness levels, growing ESE/ ELL population, new grade-level benchmarks, and student's unfinished learning in previous grades due to inconsistency in attendance. We will implement the targeted element of Small Group Instruction for ELA, Math and Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Small Group Instruction, there will be an increase of 5 percentage points for the overall third - fifth grade students reaching proficiency levels on on the FAST PM3 assessment during the 2023-2024 school year and an increase of 5 percentage points for fifth grade students on the NGSSS Science Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct data chats during collaborate planning, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of small group instruction for students. Data Analysis of formative assessments will be reviewed monthly to monitor progress. Extended learning opportunities will be provided to those students who are not showing growth on bi-weekly Progress Monitoring as needed.

Person responsible for monitoring outcome:

Sandra Medina (scmedina@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the proficiency of our students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning for small group instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction will ensure that teachers are using relevant, recent, and aligned data to plan for instruction. Small group instruction will be aligned to meet student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups and group rotations.

Person Responsible: Matilda Ysidro (mysidro@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

Instructional Coaches will facilitate weekly collaborative planning sessions to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible: Matilda Ysidro (mysidro@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

Instructional Coaches will facilitate weekly collaborative planning sessions to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible: Sandra Medina (scmedina@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

Teachers will implement the use of data trackers to track ELA Progress Monitoring and Math Topic Assessment results.

Person Responsible: Matilda Ysidro (mysidro@dadeschools.net)

By When: 08/14/2023 to 09/29/2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations will be reviewed by the School Leadership Team and EESAC.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

The Area of Focus (Instructional Practice specifically relating to Reading/ELA) for kindergarten through second grade is Intervention. Reading Horizons Intervention provides solid, systematic instruction using proven Direct Instruction techniques.

62% of kindergarten students scored below the 50th percentile on the 2023 FAST PM3
 54% of first grade students scored below the 50th percentile on the 2023 FAST PM3
 65% of second grade students scored below the 50th percentile on the 2023 FAST PM3

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

The Area of Focus (Instructional Practice specifically relating to Reading/ELA) for first and second grade is Intervention. Reading Horizons Intervention provides solid, systematic instruction using proven Direct Instruction techniques.

52% of third grade students did not meet proficiency levels on the 2023 FAST PM3
 56% of fourth grade students did not meet proficiency levels on the 2023 FAST PM3
 60% of fifth grade students did not meet proficiency levels on the 2023 FAST PM3

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

If we successfully implement Intervention, student proficiency in grades K-2 will increase by 10 percent on the 2024 FAST PM3 statewide progress monitoring.

Grades 3-5 Measurable Outcomes

If we successfully implement Intervention, student proficiency in grades 3-5 will increase by 5 percent on the 2024 FAST PM3 statewide progress monitoring.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Instructional Coaches will conduct weekly collaborative meetings with ELA/Math and Interventionists to plan for Reading Horizons Core Four, checkpoints and chapter assessments. The Administration Team will conduct walk-throughs with the Instructional coaches to ensure Intervention is taking place with fidelity. The monitoring and review of students checkpoints will lead to increased overall student performance on the 2024 FAST PM3 ELA assessment.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Grimm, Star, sgrimm@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

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.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/17-08/30/2023 The Leadership Team will make sure of the following: *Intervention Kits have been delivered to teachers *Tier 2 & Tier 3 students have been identified and coded for Intervention *Tier 2 & 3 students have completed the initial Intervention digital assessment	Grimm, Star, sgrimm@dadeschools.net
8/17-09/29/2023 The ELA Instructional Coaches will meet with Intervention teachers on a biweekly basis to review the Intervention pacing guide to ensure Intervention instruction is on pace, progress monitoring is being completed and to review progress monitoring results.	Ysidro, Matilda, mysidro@dadeschools.net
09/05-09/29/2023 Teachers will conduct intervention checkpoints by the following the assessment calendar embedded in the pacing guides to collect progress monitoring data.	Grimm, Star, sgrimm@dadeschools.net
09/05/2023-09/29/2023 The Leadership Team will conduct walk-throughs to ensure Intervention instruction and progress monitoring is taking place with fidelity.	Medina, Sandra, scmedina@dadeschools.net

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

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

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 Family Engagement Plan is made publicly available. (ESSA 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 and Parent-Teacher conferences.

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 III of the SIP. (ESSA 1114(b)(7)ii))

Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the proficiency of our students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning for small group instruction.

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 ESSA, 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). (ESSA 1114(b)(5))

Instructional delivery is 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 level.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

School Counselor has a schedule where there is Open Access hours where students can request to see the school counselor. In addition, the School Counselor visits classrooms to conduct lessons in mental health, support services and other services designed to help students.

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. (ESSA 1114(b)(7)(iii)(II))

The school partners with the middle schools in our feeder pattern in order to raise awareness of the educational programs that are available for them.

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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The first tier (universal) includes those practices and core instruction that promote the positive social-emotional development (SEL) of all children. The second tier (targeted/secondary) includes targeted practices that identify and address needs of children at risk for challenging behaviors. The third tier (intensive/tertiary) includes practices for providing individualized, more intensive interventions to children with persistent challenging behaviors.

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. (ESSA 1114(b)(7)(iii)(IV))

The school has developed a Collaborative Planning schedule for all grade levels. During Collaborative Planning, data from progress monitoring assessments is reviewed, remediation plans are developed and implemented during small group instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Pre Kindergarten students visit the kindergarten class or classes several times throughout the year to make for a smoother transition.