
Title I Comprehensive Schoolwide Plan
DWIGHT D. EISENHOWER ELEMENTARY SCHOOL (1541)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Grades 3-5 scored Level 1 or 2 on FAST PM2: 3rd: 65% 4th: 61% 5th: 47% K-2 iReady reading below proficiency: K= 32% 1st = 64% 2nd= 61%

2. List the root causes for the needs assessment statements you prioritized.

Many students who struggle also have excessive absences. Students read below grade level and adopted leveled texts are not enough range to match students' levels in each classroom. Teachers need support with closing the gap between student levels and expected progress.

3. Share possible solutions that address the root causes.

Use the SBT process and a positive school-wide approach to improve attendance. Supplement/purchase additional leveled readers for teachers to provide intervention at instructional reading levels. Share best practices in PLC's for providing small group/ intervention during PLC's.

4. How will school strengthen the PFEP to support ELA?

Include monthly communication about the impact of attendance on achievement through Parentlink, school newsletter, conferences, letters home. Include progress towards increasing achievement by sharing attendance rates with parents. Provide training for teachers about how to help parents understand the ELA data and how they can help at home.

• Parent Training

Provide ways parents can support literacy skills and strategies at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Monitor and celebrate reading goals and achievement. Provide practice of skills and strategies. Celebrate attendance goals.

- Students

Create, monitor and celebrate reading goals and achievement. Complete homework. Help get self to school by 7:55am.

- Parents

Monitor and celebrate reading goals and achievement. Monitor homework. Ensure child is at school by 7:55 so they are in the classroom at 8am.

- Staff Training

Provide ongoing coaching and feedback around providing small group/intervention reading instruction. Discuss ways to increase/facilitate student attendance.

- Accessibility

Provide a variety of ways parents can access- digital, ASL interpreter, print, various event times

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Grades 3-5 scored Level 1 or 2 on Math FAST PM2: 3rd: 67% 4th: 100% 5th: 77% K-2 iReady math below proficiency: K= 61% 1st = 77% 2nd= 79%

2. List the root causes for the needs assessment statements you prioritized.

Many students who struggle also have excessive absences. Students need automaticity and fluency in their foundational math skills. Current coaches are specialized in literacy. Teachers need additional support with ways to close foundational gaps in math and the resources available to do so.

3. Share possible solutions that address the root causes.

Provide access throughout non instructional times to increase math facts. Attendance is excessive for students who are below grade level - create and monitor an attendance program for school. Secure a coach/SSCC specializing in math instruction.

4. How will school strengthen the PFEP to support Math?

• Communication

Include monthly communication about the impact of attendance on achievement through Parentlink, school newsletter, conferences, letters home. Include progress towards increasing achievement by sharing attendance rates with parents. Provide training for teachers about how to help parents understand the Math data and use the information to help at home.

• Parent Training

Offer Parent events on math skills; host a Math Bowl with ways to support automaticity at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

Monitor and celebrate math goals and achievement. Provide parent training to help parents work with child at home. Celebrate attendance goals. Provide a mentor.

• Students

Create, monitor and celebrate math goals and achievement. Attend school daily by 7:55am.

- **Parents**

Monitor and celebrate math goals and achievement. Attend school events to support math goals. Monitor homework. Ensure child is at school by 7:55am.

- **Staff Training**

Use math data to align to District resources and provide professional development on how to differentiate math instruction. Provide ongoing coaching and feedback around providing small group/intervention reading instruction. Discuss ways to increase/facilitate student attendance.

- **Accessibility**

If parents need access, provide variety of meeting times and formats, ASL interpreters, communication.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

38% of 5th graders (21 students) scored lower than 50% on the District Winter Science Diagnostic Assessment

2. **List the root causes for the needs assessment statements you prioritized.**

Students missing foundational skills from previous grades (and lack of proficiency in "fairgame" benchmarks). "Fairgame" benchmarks missed by 5th graders- FL.SC.4L. 16.1, FL.SC.3.L.14.1 Science not integrated into other curriculum; on the schedule at the end of the day on master schedule

3. **Share possible solutions that address the root causes.**

Provide PD for implementing science within schedule. Hold vertical PLC's for cross-grade planning across science standards. Science lab teacher address gap skills most frequently missed/misunderstood based on science data.

4. How will school strengthen the PFEP to support Science?

- **Communication**

Include monthly communication about the impact of attendance on achievement through Parentlink, school newsletter, conferences, letters home. Include progress towards increasing achievement by sharing attendance rates with parents. Share ways parents can help with science concepts at home.

- **Parent Training**

Provide a Science Night to teach skills that can be practiced and reinforced at home. Help parents understand their child's science data.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Monitor and celebrate science goals and achievement. Provide parent training to help parents work with child at home. Celebrate attendance goals. Provide a mentor.

- **Students**

Create, monitor and celebrate science goals and achievement. Attend school daily by 7:55am.

- **Parents**

Monitor and celebrate science goals and achievement. Attend school events to support science goals. Monitor homework. Ensure child is at school by 7:55am.

- **Staff Training**

How to help parents understand the science concepts and child's progress, and offer ways to support at home.

- Accessibility

Provide a variety of ways parents can access- digital, ASL interpreter, print, various event times

Action Step: Classroom Instruction

Provide student intervention and supports, as well as online and print instructional tools to provide students targeted instruction in the core content areas.

Budget Total: **\$15,529.00**

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	Generation Genius Online Site License Subscription to provide differentiated, targeted instruction for 400 students in all grade levels, Kindergarten (K) through Sixth (6th) in the content areas of Math and Science	1	\$1,795.00	Original	\$1,795.00	
	Penda Online Site License Subscription to provide differentiated, targeted instruction for 400 students in all grade levels, Kindergarten (K) through Sixth (6th) in the content area of Science	1	\$4,000.00	Original	\$4,000.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Fountas & Pinnell Classroom Libraries (Kindergarten Shelves A-D, Grade 1 Shelves C-H)	1	\$5,310.00	Classroom Libraries	Original	\$5,310.00

Acct Description	Description																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="422 204 1022 293">Item</th> <th data-bbox="1026 204 1167 293">Quantity</th> <th data-bbox="1171 204 1289 293">Rate</th> <th data-bbox="1293 204 1390 293">Days</th> <th data-bbox="1394 204 1491 293">Hours</th> <th data-bbox="1495 204 1623 293">Weeks</th> <th data-bbox="1627 204 1772 293">Certified</th> <th data-bbox="1776 204 1900 293">Type</th> <th data-bbox="1904 204 2020 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	ELA 3-5 (for students in Tiers I and II and those scoring among levels 1 or 2 on diagnostic and formative assessments) to begin January 2024.	2	\$37.00	2	1.5	10	Certified	Original	\$2,220.00									
Science - Grade 5 (for students in Tiers I and II and those scoring among levels 1 or 2 on diagnostic and formative assessments) to begin January 2024.	2	\$37.00	1	1.5	10	Certified	Original	\$1,110.00										

Action Step: Parent Engagement

Provide parental training opportunities and ample communication with, and for, parents in order to empower them to support home learning outside of the school day.

Budget Total: \$2,275.00

Acct Description	Description																	
Parent Support by School Staff	<table border="1"> <thead> <tr> <th data-bbox="432 1206 1041 1295">Item</th> <th data-bbox="1045 1206 1186 1295">Quantity</th> <th data-bbox="1190 1206 1308 1295">Rate</th> <th data-bbox="1312 1206 1409 1295">Days</th> <th data-bbox="1413 1206 1530 1295">Hours</th> <th data-bbox="1535 1206 1652 1295">Weeks</th> <th data-bbox="1656 1206 1801 1295">Certified</th> <th data-bbox="1806 1206 1929 1295">Type</th> <th data-bbox="1934 1206 2020 1295">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Staff to provide parent support at two teacher trainings during school year	2	\$25.00	2	2.34	2	Certified	Original	\$468.00										

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Yellow Toner Cartridge for printing parent training and communication materials	1	\$105.00	Technology	Original	\$105.00
	BLK Toner Cartridge for printing parent training and communication materials	1	\$98.75	Technology	Original	\$98.75
	Student agenda books grade 6	75	\$4.23	General Supplies	Original	\$317.25
	Student agenda books K-5	350	\$2.94	General Supplies	Original	\$1,029.00
	Magenta Toner Cartridge for printing parent training and communication materials	1	\$105.00	Technology	Original	\$105.00

Action Step: Professional Development

Equip staff with professional development support personnel for ongoing and targeted learning throughout the school year.

Budget Total: \$96,748.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Instructional leadership team will meet to conduct data analysis and engage in academic planning.	4	\$25.00	2	5.5	1	Certified	Original	\$1,100.00

Acct Description Single School	Description SSCC will provide support for continuous academic improvement, support the multi-tiered system of support
Culture Coordinator	(MTSS), provide support for professional learning communities (PLCs), help the school-based team with student progress monitoring, provides modeling and support for small group instruction in all grades Kindergarten (K) through fifth (5th), primarily in the content areas of mathematics and science.

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

At Dwight D. Eisenhower Elementary School, students, staff, parents, and community members are all part of our school family. Together we create a safe, connected learning environment, where we develop educated, actively involved global citizens. Our commitment is to foster young environmental stewardship (YES!) through state-of-the-art instruction with a focus on environmental science education.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Debbie Battles	Principal
Maureen Grosvenor	Assistant Principal, Title I Coordinator
Teresa Salvatore-Fuller	Resource Teacher
Christian Marchica	TOSA
Lisa Fitzpatrick	K-2 Literacy Coach
Darla Paulena	SSCC
Lemur Fields	SAC co-chair
Jason Fisher	SAC co-chair

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

The School Advisory Council advertises the SAC meetings through the school's social media platform, school website, during Meet the Teacher, Curriculum Night, Kindergarten Round Up, and communication going home with students (e.g. parent newsletter, student agenda, Parentlink). The information includes the SAC's roles and responsibilities, dates, and opportunities for any parent/guardian and community member's contribution to the school-wide plan. Members from the school are Administrators and the Leadership Team, and/or serve in leadership roles that support our vision, mission, and School Choice Program. All parents are invited to attend meetings where we discuss the CNA, SWP, PFEP, and Compact.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

The School Wide plan was drafted and reviewed during the Spring, 2023. First, faculty reviewed the CNA, SWP, and PFEP. Teachers reviewed, discussed, and gave feedback at a faculty meeting on March 7, 2023 at 2:20pm in the Media Center for grades 3-5 and virtually with teachers in grades K-2. The CNA process was conducted at the SAC meeting on March 7, 2022 at 6:00pm. Compliance evidence was sent to Title I.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During the Title I Schoolwide Plan Stakeholder Meeting on March 7, 2023, stakeholders who attended the SAC meeting were given an overview of the CNA, PFEP, and SWP. Those in attendance gave input and feedback for revision based on suggestions provided from the faculty meeting. Stakeholder's recommendations on parent engagement, the CNA, the School-Family Compact and training were recorded in CNA template and submitted for drafting the FY2024 SWP. Student agenda books for school-home communication, PTO liaisons, coaches and an SSCC to provide parent trainings were budgeted for FY24.

Name	Title
Debbie Battles	Principal
Maureen Grosvenor	Title I Contact
Sarah Weis	Treasurer
Lori Valle	Secretary, Grant Funds

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and

- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The projected meeting date for the Annual Meeting is set for September 5, 2023 at 6:00 pm in the school media center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

We will notify the community about the meeting on the school marquee, through Parentlink, social media, and through our school-home communication (student agenda books).

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The resources that will be prepared for the Annual Meeting are: Invitations Agenda Sign-In Powerpoint presentation Evaluations Copies of the SWP and School-Parent Compact

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Attending to Attendance

- What specific strategy, skill or program will staff learn to implement with families?

Ways to communicate with families about the importance of student attendance, each students' attendance data, and strategies parents can do at home to improve attendance.

- What is the expected impact of this training on family engagement?

Increase daily attendance and decrease chronic absenteeism and student tardiness.

- What will teachers submit as evidence of implementation?

Parent-teacher conference notes, absenteeism letters, parentlink communication

- Month of Training

August

- Responsible Person(s)

Grosvenor, Marchica

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Math/Science Bowl

- What specific strategy, skill or program will staff learn to implement with families?

Gradual release model for teaching parents how to help their child at home with a math or science concept.

- What is the expected impact of this training on family engagement?

Increase teacher-parent partnerships in student learning; create a positive culture of learning

- What will teachers submit as evidence of implementation?

make and take activity; photographs of event; parent evaluation/feedback survey

- Month of Training

January

- Responsible Person(s)

Grosvenor, Fitzpatrick, Paulena

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Peaceful Parenting

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn strategies and language to use at home (like we use at school) to help their child/ren be safe, connected, problem-solvers.

- Describe the interactive hands-on component of the training.

Parents will use their own personal scenarios to practice/role-play newly learned strategies and language.

- What is the expected impact of this training on student achievement?

When students feel safe and connected, their executive function increases thereby creating the opportunity for learning and increasing student achievement.

- Date of Training

Tentatively October; ongoing

- Responsible Person(s)

Grosvenor, Rico, Farrell

- Resources and Materials

Language stems/ prompts, visual resources, questions, feedback

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$0.00

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Breakfast & Books with Dad (or Role Model)

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Role models will learn the positive impact of reading to, with, and by their child. We will serve breakfast for the child and role model. They will eat and read together. We will provide a handout of strategies for reading to a child, and questions to ask their child while reading together.

- **Describe the interactive hands-on component of the training.**

Parents/role model will practice asking questions, model reading, or prompting a child for using a reading strategy.

- **What is the expected impact of this training on student achievement?**

Researchers found that when fathers read to their children at home, the child's language development increased as they grew older.

- **Date of Training**

Tentatively November

- **Responsible Person(s)**

Grosvenor, Fitzpatrick, Paulena, Whiteside

- **Resources and Materials**

Handouts- strategies and questions, books, flyer about research

- **Will use funds for refreshments as noted in SWP:**

on

- Amount (e.g. \$10.00)

0.00

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Math/Science Bowl

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to support math/science concepts at home with hands-on activities that they will learn how to do at the event and take home an activity to use at home.

- Describe the interactive hands-on component of the training.

Parents will learn how to support math/science concepts at home with hands-on activities that they will learn how to do at the event and take home an activity to use at home.

- What is the expected impact of this training on student achievement?

Increase in in student achievement on math and science assessments.

- Date of Training

Tentatively January

- Responsible Person(s)

Grosvenor, Smith, Russo, Hanna, Bozeman

- Resources and Materials

Each teacher will provide the materials for a make and take, as well as the materials for modeling and parent practice at the event.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0.00

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Homeless (McKinney-Vento) Program

- Describe how agency/organization supports families.

The district department coordinates with the MVP school contact through an MVP case manager. Once a child is identified as homeless, the MVP school contact and MVP case manager connect regarding the students' needs. They help identify resources and community partnerships to aide families. This is also captured on the SIS tab.

- Based on the description list the documentation you will provide to showcase this partnership.

Fliers are posted in the front office; a slide included in the Title I annual meeting, communication between the Department and our school.

- Frequency

Annually; bi-annually; as needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Literacy Coalition

- Describe how agency/organization supports families.

Volunteers regularly come into school to read with students and provide free books to students with suggestions to parents about reading at home with their children. The organization provides free tutoring after school

- Based on the description list the documentation you will provide to showcase this partnership.

Communication between school and agency, communication of support/resources shared with parents

- Frequency

Bi-annually

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

FDLRS/ESE Parent Services

- Describe how agency/organization supports families.

The Department provides free, ongoing "Parent University" sessions for parents about topics specific for their child(ren) who receive ESE services. The events are held on Saturdays to provide greater flexibility for parent attendance.

- Based on the description list the documentation you will provide to showcase this partnership.

Flyers advertising the events sent to parents

- Frequency

Bi-annually

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Parents will be provided information about meetings through printed or digital invitations, social media pages, Parentlink messages, school marquee, and student agenda books.

- **List evidence that you will upload based on your description.**

Parentlink invitations, photographs/screenshots of social media pages, marquee, and student agenda books.

- **Description**

We will inform parents about the curriculum and proficiency levels through parent-teacher conferences, IEP or SBT meetings, and Parent and Family Engagement events, such as Curriculum Night/Open House.

- **List evidence that you will upload based on your description.**

Powerpoint slides or handouts, sample conference notes, communication, such as Parentlink emails

- **Description**

We will inform parents via teacher-parent communication, state test informational night/meeting, Parentlink Messages

- **List evidence that you will upload based on your description.**

Sample of teacher-parent meeting notes, sample data reports sent to parents, Parentlink messages

- **Description**

Parents will be invited through communication from the classroom teacher, social media (Facebook, Instagram, and Twitter) pages, the school's website, school marquee, and Parentlink messages.

- List evidence that you will upload based on your description.

Screenshots, invitations, and parentlink messages

- Description

We will provide face-to-face meetings and events and offer them virtually, when able. Early morning and late afternoon/evening opportunities are offered to bookend the beginning and end of the day to accommodate working parents.

- List evidence that you will upload based on your description.

Invitations; screenshots meeting dates/times; Parentlink messages

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

We use our Community Language Facilitator to help communicate verbally and translate documents into Spanish. We use the multicultural office who helps us translate documents as needed that are not Spanish. We use our ITSA who speaks Haitian-Creole to assist with parents as needed. We solicit parents requesting translators at school events/meetings. We use the language options that are available through Parentlink to provide messages in multiple languages.

- **List evidence that you will upload based on your description.**

Examples of documents and communication sent; attachments of translated documents

- **Description**

For families who have disabilities, we communicate based on need. For example, we provide communication through Telephone services for our Deaf and Hard of Hearing parents. We provide documents that are usually PDF in a format that helps our parent use text to speech services. We provide interpreters for parents at evening or school-wide events. Our school website is updated to meet ADA compliance.

- **List evidence that you will upload based on your description.**

Photographs of interpreters signing for parents, example of documents or communication with the parent(s)

- **Description**

We do not have migrant students. If we did, we would contact the district's Migrant Office and would offer flexible meeting schedules or provide additional services based on the need: translation, student materials or clothing, meeting flexibility (online or the phone versus in person). We will provide flexible hours - before school or in the evening.

- **List evidence that you will upload based on your description.**

Sample invitations, sample communication, email to Migrant Office

- **Description**

We connect these families with McKinney-Vento services provided by the school district. Our School Counseling Team provides families with information about community services available to them. We accept and organize donated dress code approved clothing and school supply donations (backpacks, paper, pencils, etc.) to provide to students who are in need. We work with community agencies and a local church that provides donations that we use to help students who are experiencing homelessness.

- **List evidence that you will upload based on your description.**

Sample housing questionnaire reflecting need; picture of donation closet (backpacks, supplies, clothing), McKinney-Vento flyers posted/info shared during Annual meeting

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

To create a safe and connected school community, we implement Conscious Discipline practices school-wide. These practices include explicit teaching and reinforcing self-regulation, self-awareness, and problem-solving skills. To assist in the implementation of Conscious Discipline, on-going professional development is provided to all staff on developing skills for learning and life for ourselves and our students. Helpfulness and acts of service are an essential component in meeting these needs. Students have opportunities for jobs and to make contributions throughout the entire school community. To support the school-home connection, we offer parent training in the skills, strategies, and language for parents to use while at home. We implement school-wide language, routines, and rituals from the morning announcements, to the cafeteria, in classrooms, and in the hallways. In addition, the Counseling team provides counseling to individual students and small groups that have been prioritized by teachers or requested by parents. Counseling includes self-regulation, social skills, and counseling for family issues, such as grief and divorce. Interested staff volunteer to mentor students by developing a 1:1 relationship and "checking in" on a regular basis to see how their mentees are doing in class/school. Students that are mentored might have lunch with their mentor and bring a friend of their choice. All fifth graders have the opportunity to be Safety Patrols. The patrols meet and greet students in the morning, host visitors who attend parent and family engagement events, man a morning or afternoon post, and walk young students to and from class. Students who are interested in developing their communication skills, join the WDDE News Team. Each day, students lead as anchors and run the sound equipment for the daily school-wide morning program. During the News broadcast, students lead the Brain Smart Start and Activities to Unite, which include ways to connect, decompress, and highlight a skill to support our school-wide Conscious Discipline approach. Student Council is one of many clubs that students can join to promote and organize student-led events around campus, such as: School Spirit Days, Pep Rallies, Polar Express Day, and Field Day, just to name a few. All students attend a bi-monthly Guidance class led by the school counselor. During class, students learn ways to build coping skills, foster a growth mindset, discuss healthy habits, and learn ways to build character. This year, DDE will promote and celebrate good school attendance habits. We will share with parents and guardians ways they can promote good attendance habits with their child.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Core instruction is standards-based using curriculum developed/adopted by the School District and then personalized based on student data. Daily instruction also includes skills for learning and life by using Conscious Discipline principles and techniques with all students. The RtI Leadership Team and the School-Based Team (SBT) function as one unit in the comprehensive Multi-Tiered System of Support for both academics and behavior. The team meets weekly, or as needed, to address the needs of students requiring review of response to intervention. The determination of student support (Core, Supplemental, and/or Intensive) is based on the School District's Decision Tree and student data, such as classroom, district, and state test scores, students' strengths and areas for growth. Mentoring, tutoring, and other services students receive (e.g. Guidance, ESE, etc.) are also reviewed. The focus of support is determined based on all data available and an instructional plan for each student is created. There are three levels of support in the MTSS framework used that include: Core: Every student receives high-quality, standards-based instruction from a certified teacher at each grade level. Students participate in formative and local assessments to determine any academic support that may be needed. During Core instruction, teachers provide small group and individualized instruction differentiated for each child. All students receive instruction in skills for learning for life, as well, and students who are experiencing behavioral challenges are given additional support by their teacher based on the need. Supplemental: If students are identified by the District's Intervention Decision Tree, or are not responding to differentiated instruction in the Core, the teacher will refer the student for academic or behavioral needs to the SBT. The SBT Team will problem solve to determine the current level of support in the Core and determine if the student needs additional supplemental support. If the determination is made either by the Decision Trees or the SBT team, students identified will receive this support in addition to their Core instruction. This support may be provided by the classroom teacher in the classroom or by another certified teacher who works with other children with similar needs. This "supplemental support" is progress monitored with a frequency dependent on the intervention, using either an embedded progress monitoring tool from a research-based intervention or a curriculum-based measure. If the student responds to the intervention, the student will continue until they reach the pre-determined "goal". If the student meets the goal, the supplemental level of support will be discontinued. If the child does not respond to the intervention, the SBT Team will review the data that was collected and decide to continue, modify, intensify or discontinue the level of support based on student response to the intervention. Depending on data, it may be determined that additional weeks of intervention are necessary prior to making any further decisions. It may also be decided that support needs to be increased to an "intensive level". Intensive: At this level of "intensive" support, in addition to the supplemental support, students may receive any 2 of 3 modifications to the intervention: additional time, smaller group size and more narrow focus for intervention. The increase in intensity may also involve the level of training of the professionals providing instruction or intervention. This level of support must be progress monitored weekly with a tool aligned to the intervention. If the student is making adequate progress, the intensive intervention may continue or be lessened to a supplemental level. Student response will be reviewed again as determined by the team. Students who do not achieve the desired level of progress in response to these targeted interventions may then be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during the MTSS process are included and used to make the eligibility decision. Students receiving support have their progress tracked through daily data collection which is reviewed at ongoing SBT meetings. Progress Monitoring Plans (PMPs) are created and shared with parents for any child identified to have a deficiency in a core subject area that are reviewed throughout the year. Certified teachers provide intervention during the school day throughout the year, and additional after school tutoring in reading, math, writing and science from February to May based on Progress Monitoring (PM) 2 results.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Teachers differentiate instruction across core areas. Content instruction is designed based on the State standards, the District's scope and sequence, and the District-adopted curriculum materials. The instructional focus is determined by formative, local and state assessment data that is analyzed by administration and teachers in relationship to the District's scope and sequence and student progression plan. Progress is monitored using classroom and local assessments. After students are taught multiple standards, teachers administer the appropriate tests and those results can be sorted by cluster and standard. This creates a clear picture with specific information on how their class and individual students did on each of the standards. Careful analysis of this data informs instruction. Dwight D. Eisenhower (DDE) is a Choice School for Environmental Sciences. Through a grant to support the program, teachers integrate project-based learning as a way to support student inquiry while working towards multiple Florida Standards at a time. Children have choices in their learning that are self-directed and hands-on, while the classroom and the teacher offer age-appropriate activities to guide the scientific process. STEAM/science lab is on the Enrichment (Fine Arts) wheel so all K-5 students participate in weekly hands-on scientific investigations. Every grade level has their own outside garden bed to learn through gardening. DDE sits on a natural gopher tortoise preserve and uses this as an opportunity for student learning about their habitat and this keystone species. Dwight D. Eisenhower also offers many after school clubs including student council, strings, recycling, chess, drum, chorus, garden, lego, and arts clubs. Grades K-6 are encouraged to provide additional experiences that increase the students' background. Field trips are carefully selected to meet the needs of students and will be made available as appropriate, and based on availability, where virtual may be an option versus in person. Each year 5th grade safety patrol students have an opportunity to take an extended trip to Washington, DC. In FY24, DDE expanded the Choice program to include sixth grade. This middle school program is 100% Choice. This Choice program includes the required state standards, courses, and district-adopted curriculum, as well as offer coursework aligned to career and technical certification aligned to the Environmental Science program. Students attending the program will have choice in a variety of electives outside their required Core subjects and Choice program elective. These electives include physical education, strings, American Sign Language, and Journalism.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

All third grade, fourth and fifth grade students who have met or exceeded the end of year math standards at the beginning of the year are offered the opportunity to take AMP, or the accelerated math class. Every year, DDE organizes a career day for all 4th grade students. Students research a job that they are interested in and learn the skills that are required. On the day of the event, grades 2-5 visit the booths of each student and learn about the career they have chosen and how they intend to learn more about the job. Fifth grade students can participate in the Teachers of Tomorrow club, and provide support to various grade level teachers and classrooms. As a continuation of previous staff development, and to support our K-5 Choice Program, teachers will implement at least 2 project based learning projects yearly in grades K-6. In FY24, DDE will expand to include sixth grade. The middle school program will be 100% Choice. This Choice program will include the required state standards, courses, and district-adopted curriculum, as well as require coursework aligned to career and technical certification aligned to the Environmental Science program. Students attending the program will have choice in a variety of electives outside their required Core subjects and Choice program elective.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Dwight D. Eisenhower is a K-8 School that also houses Pre-K (ESE) and VPK students. We currently have 3 VPK classes and 15 PreK ESE classes. Our ESE PreK students are placed here after receiving an IEP through Child Find. Many of our ESE Pre-K students do not transition into our elementary school; however, it is our obligation to prepare them for the school that they will be transitioning to, which is usually their "home", School Advisory School (zoned). To ease the transition for incoming kindergarten students, we stagger the start date of the students. With the staggered start, each group of students is given the opportunity for a more intimate, less overwhelming start to school. The kindergarten students are started in small groups with each group starting on the initial 2-3 days and then all returning on the third or fourth day of school. To assist with the transition of school-based and community children into the kindergarten program at Dwight D. Eisenhower, we engage in the following kindergarten transition activities: - Distribution of a letter, flyer or informational brochure sent to families of preschool children - Hosting Kindergarten Round Up, which includes an overview of a day in the life of a kindergartener, resources available at the school, and a school tour - Holding open house for families of incoming kindergarten children - Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like - Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten - Providing home learning activities to families to help them prepare children for kindergarten entry - hosting tours to current classrooms and around the school campus We provide Meet the Teacher for all students, including VPK and PreK students. Parents escort their child to the classroom, bring supplies, meet the teacher, and help introduce their child to their classroom setting. Kindergarten students who attended PreK or VPK at DDE, were given baseline literacy assessments to help assign them to a classroom that will provide support based on the information from the data. The state and school-created formative assessments help administration determine class placements, and for teachers to make instructional decisions. Each Spring, we offer a Kindergarten Roundup presentation for parents to learn about our school and begin preparing for what school will be like in the fall. Resources and links were also attached to the school's website. Notification sent to parents was sent home via flyer, social media, via student backpacks in flyers, through the Parentlink, and posted on the school's website and marquee. The school district led a campaign promoting and helping with getting this information out into the public. The principal also regularly provides on-site tours of the school for potential new kindergarten families. She also collaborates with the local preschools to discuss kindergarten readiness. Teachers in our current VPK and PreK classes visit current Kindergarten classes to observe the demands of the kindergarten standards to help with foundational skills and school readiness of their students in the VPK and PreK classrooms.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Professional development is continually offered to teachers using a tiered approach. For example, new teachers or teachers new to a grade level will receive in class additional support, side by side coaching, and small group facilitation from math and literacy mentors. All teachers will participate in PLCs that are designed specifically for their professional growth. Designated professional development days (PDD) and/or Professional Learning Community meetings are based on school-wide and individual class data that focuses on identified needs. These professional learning opportunities include, but are not limited to the following: -Conscious Discipline with follow-up coaching -Educator Support Program/ Mentoring for teachers new to the school and teaching or buddies for new to the school, but not teaching -District Curriculum Team - leads monthly curriculum and instruction support for K-6 English and Language Arts (ELA), Math, and Science teachers -School-wide Positive Behavioral Intervention and Support (SwPBIS) Team -Selection and availability of research-based intervention Teachers also have ongoing access to professional development of their choice through the District's eLearning Platform. Through the platform, they search for a topic they self-select and range from Curriculum, Instruction, Skills for Learning and Life, Technology, and Management topics. Our K-6 teachers receive ongoing support from the district by attending monthly Cadre meetings in literacy, math, and science. Our ESOL coordinator receives ongoing PD and support from Regional ESOL Resource, and our ESE team receives support and PD from our ESE Coordinator, their team leader, and the District's ESE Resource Teacher and Specialist. Ongoing professional development is provided at the school from one of instructional coaches or SSCC who support in the classrooms and facilitate PLCs. As part of the Educator Support Program (ESP), teachers who are new to teaching/our school receive support from a Buddy or Mentor based on the level of support needed. These teachers meet informally to provide support and across the year as a school team to discuss areas of support needed and progress towards goals. Resources and updates provided by the North regional office are forwarded to all teachers for use as needed.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

At DDE, we strive to recruit, grow, and retain highly effective instructional staff. Several factors help us retain our certified and experienced teachers. Collaborative planning, mentor teachers, and a tiered approach to professional learning provides a foundation of professional collaboration that supports all D. D. Eisenhower School teachers. Administration prioritizes building a school culture that values and supports teachers as they encourage them to build their professional expertise. If a new teacher qualifies, they will participate in the Educator Support Program (ESP), which provides the beginning teacher with mentors and other support personnel to help ease the beginning teacher's way into the classroom. Another factor in our teacher retention rate is that Dwight D. Eisenhower School teachers value innovation and are willing to share new ideas with their colleagues. Time is designated in PLCs and Professional Development for teachers to showcase their ideas and new learning methods. Opportunities for data analysis, planning, collaborating and problem-solving that result in identifying the best strategies is a priority. PLCs and PDs may be grade, content, or topic specific. An additional support for our teachers is from our Instructional Coaches and SSCC. As veteran specialists, they serve as active leaders in K-6 PLCs, Data Chats, and PDs as well as provide training and modeling of various reading strategies and methods to classroom teachers. Each team has a team leader as a point of contact. Beginning teachers are paired with mentor or buddy teachers who teach in the same subject or grade level. For example, a beginning teacher in a Pre-K special-needs classroom is paired with an experienced teacher of special needs students with successful classroom experience. The experienced teacher models effective teaching strategies including strategies for classroom management. The experienced teacher also meets regularly with the beginning teacher to assist in planning. This work continues in the PLCs. Dwight D. Eisenhower School strives to hire the most qualified teachers based on experience and willingness to learn. Mentor teachers follow an effective coaching model that involves co-planning with teachers, observation of best practices, and providing targeted feedback. Teachers are afforded an opportunity for self-reflection and assessment of practice. This site based work is supplemented by the district's Educator Support Program (ESP), which provides the beginning teacher with mentors and other support personnel to assist the beginning teacher. We host a welcoming orientation to new employees to help them learn the lay of the land and learn who to contact if they have any questions. There are several ways administration seeks to recruit and retain effective educators. The principal and the assistant principal attend the Job Fair each year. Initial interviews are conducted at the job fair and potential candidates are asked to come to the school at a later date for a tour and further discussion. We keep that list all year and call if a position becomes available on the chance that they may still be available. Our greatest recruitment is done through word of mouth, teachers recommending teachers. We also accept interns from Palm Beach State College, Florida Atlantic University, and Lynn University. DDE also collaborates with the regional office staff and human resources. Our leadership team meets regularly with North Area administration accompanied by a human resource specialist to discuss staffing needs. Administration regularly shares staffing and vacancy updates at monthly SAC meetings and shares vacancy opportunities with parents and community members in hopes to fill the vacancy through open communication. Administration has an open door policy so that teachers/ staff can pop in at a point of need when they may need a quick conversation that works in their time frame, which is often limited. This accessibility aids in open communication so teachers feel supported. Each grade level has a team leader to facilitate support and communicate needs to administration if needed. We have a celebration committee who works to maintain connections across the school family and contribute to the positive culture within and across the school. Teachers have opportunities for supplemental pay by sponsoring clubs and special interest groups, such as Wellness or tutoring. Administration hosts ongoing events to show staff appreciation and boost staff morale in coordination and support of the staff social committee. DDE has shared leadership where team leaders collaborate to inform PD needs and provide feedback for increasing school system effectiveness. We meet before preschool and meet once a month to share ideas and receive feedback.

