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Title I Comprehensive Schoolwide Plan  
D D Eisenhower Elementary (1541)

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## Title I Comprehensive Schoolwide Plan - D D Eisenhower Elementary (1541)

#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	60	52	59	58	1

1. According to data, what are your top priorities? Include needs assessment statements.

The average Achievement for 3rd = 47% (FY22 winter diagnostic) The average Achievement for 4th = 53% (FY22 winter diagnostic) The average Achievement for 5th = 55% (FY22 winter diagnostic) (prior to IRT and raw scores released from district) Target EOY= 58% achievement

2. List the root causes for the needs assessment statements for your top priorities.

\*Many foundational skills gaps from previous year/ still to cover due negative effects of the pandemic \*Students come from home experiencing trauma (need connection) because of home dynamics and uniqueness \*Parents may not be clear on data shared and what to do with it due to data presented not to the level of parents understanding \*New staff needs for coaching and support pertaining to pedagogy, classroom management and best practices

3. Share possible solutions that address the root causes.

\*Staffing adjustments to increase focus on targeted students through small group instruction with resource teacher along with homeroom teacher \*Increase ways parents can support fluency/automaticity skills \*Utilize classroom resources to differentiate instruction. \*Continue with mentorships (staff with students) for Low 30 students/ students experiencing trauma through ongoing professional development \*Continue with opportunities to increase volume and stamina in reading and writing

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>In addition to our regular practice we plan to provide full day of parent-teacher conferences with the possibility of having sub. Provide iReady Diagnostic reports and curriculum updates with possible translation</p>	<p>How to talk with child about progress positively (reflection/goal setting) understand the new standards and report cards; How to develop academic vocabulary at home (strategies)</p>	<p>How to effectively share data with parents; How to share curriculum and standards with families (to gain understanding and support)</p>	<p>Translators - offer contact info to directly ask for need/request interpreters- schedule ASL interpreters if needed Continue with McKinney-Vento and migrant resources; Continue partnership with district and community offices</p>

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

School	Students	Parents
<p>*Use agenda books to consistently communicate activities, events, homework, behavior, etc. (K-5) *Provide mentorships for identified students *Refer to compact at every communication *Provide data training for parents</p>	<p>*Follow agreements *Take care of materials *Participate in classwork/homework/activities *Use their agenda book ask for help when needed</p>	<p>*Attend conferences and school events *Keep in communication with teachers regularly *Complete paperwork and check child's agenda book *Ask for assistance if needed- translations, interpreters, resources</p>

#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	73	68	68	66	1

1. According to data, what are your top priorities? Include needs assessment statements.

3rd grade Achievement average is 44% (FY22 winter diagnostics) 4th grade Achievement average is 37% (FY22 winter diagnostics) 5th grade Achievement average is 44% (FY22 winter diagnostics) (IRT and scale scores not available at time of data discussion) EOY goal = 66% Achievement

2. List the root causes for the needs assessment statements for your top priorities.

\*Many foundational skills gaps from previous year/ still to cover due to pandemic \*Students come from home experiencing trauma (need connection) due to family dynamics and uniqueness \*New staff needs for coaching and support pertaining to pedagogy and classroom management \*Inability to support at home due to family dynamics and uniqueness

3. Share possible solutions that address the root causes.

\*Staffing adjustments to increase focus on prioritized tutorial students and small group with resource teacher along with homeroom teacher \*Despite complexities, increase ways parents can support fluency/automaticity skills \*Continue with mentorships (staff with students) for Low 30 students/ students experiencing trauma \*Continue with opportunities to increase volume and stamina (math vocabulary)

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
Provide full day of parent-teacher conferences Provide iReady Diagnostic reports and curriculum updates	How to talk to child about progress (reflection/goal setting) understand the new standards and report cards How to develop academic (math) vocabulary at home	How to share data with parents How to share curriculum and standards with families (for understanding)	Translators - offer contact info to directly ask for need/request interpreters- schedule ASL interpreters if needed Continue with McKinney-Vento resources; Collaboration with other offices for support

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

School	Students	Parents
*Use agenda books to consistently communicate activities, events, homework, behavior, etc. (K-5) *Provide mentorships for identified students *Refer to compact at every communication *Provide data training for parents	*Follow agreements *Take care of materials *Participate in classwork/homework/activities *Use their agenda book ask for help when needed	*Attend conferences and school events *Keep in communication with teachers regularly *Complete paperwork and check child's agenda book *Ask for assistance if needed- translations, interpreters, resources

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#Science	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	53	59	51	57	1

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1. According to data, what are your top priorities? Include needs assessment statements.

Average achievement is 44% for 5th grade (FY22 winter diagnostics)

2. List the root causes for the needs assessment statements for your top priorities.

\*Fair game benchmarks account for 80% of the test (less in priority level) \*Many foundational skills gaps from previous year/ still to cover due to pandemic \*Students come from home experiencing trauma (need connection) due to family uniqueness

3. Share possible solutions that address the root causes.

\*Reteach 3rd & 4th grade benchmarks \*Staffing adjustments to increase focus on prioritized tutorial students and small group with resource teacher along with homeroom teacher  
\*Increase ways parents can support fluency/automaticity skills \*Continue with mentorships (staff with students) for Low 30 students/ students experiencing trauma \*Continue with opportunities to increase volume and stamina (reading/writing vocabulary and science terminologies)

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

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents with Special Needs)</i>
Provide full day of parent-teacher conferences Provide Diagnostic reports and curriculum updates	How to talk to child about progress (reflection/goal setting) understand the new standards and report cards How to develop academic vocabulary at home	How to share data with parents How to share curriculum and standards with families	Translators - offer contact info to directly ask for need/request interpreters- schedule ASL interpreters if needed Continue with McKinney-Vento resources; Collaboration with community and district offices for support

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

School	Students	Parents
*Use agenda books to consistently communicate activities, events, homework, behavior, etc. (K-5) *Provide mentorships for identified students *Refer to compact at every communication *Provide data training for parents	*Follow agreements *Take care of materials *Participate in classwork/homework/activities *Use their agenda book *Ask for help when needed	*Attend conferences and school events *Keep in communication with teachers regularly *Complete paperwork and check child's agenda book *Ask for assistance if needed- translations, interpreters, resources

Action Step	Professional Development	
Action Step	Parent Engagement	Budget Total: \$1,845.00

Acct Description	Description															
Parent Support by School Staff	2 PTO Support Liaisons for parent support. Both - 1 staff, 4.25 hrs, 1 event for 2 events.															
Supplies	<table border="1"> <thead> <tr> <th data-bbox="611 191 1423 248">Item</th> <th data-bbox="1423 191 1587 248">Quantity</th> <th data-bbox="1587 191 1703 248">Cost</th> <th data-bbox="1703 191 1881 248">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 248 1423 297">Student agenda book for school-home communication</td> <td data-bbox="1423 248 1587 297">319</td> <td data-bbox="1587 248 1703 297">\$4.00</td> <td data-bbox="1703 248 1881 297">\$1,276.00</td> </tr> <tr> <td data-bbox="611 297 1423 354">Shipping to balance</td> <td data-bbox="1423 297 1587 354">1</td> <td data-bbox="1587 297 1703 354">\$2.00</td> <td data-bbox="1703 297 1881 354">\$2.00</td> </tr> </tbody> </table>				Item	Quantity	Cost	Total	Student agenda book for school-home communication	319	\$4.00	\$1,276.00	Shipping to balance	1	\$2.00	\$2.00
	Item	Quantity	Cost	Total												
	Student agenda book for school-home communication	319	\$4.00	\$1,276.00												
Shipping to balance	1	\$2.00	\$2.00													

<b>Action Step</b>	Classroom Instruction	Budget Total: \$124,615.75
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Acct Description	Description
Resource Teacher	The grades K-2 Reading Interventionist will provide pull-out remediation and enrichment instruction to targeted students
Resource Teacher	The grades 3-5 Reading Interventionist will provide pull-out remediation and enrichment instruction to targeted students
Resource Teacher	The grades K-5 Reading Interventionist will provide pull-out remediation and enrichment instruction to targeted students
Supplies	{"type":1,"data":[]}



## 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.

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.)

<b>1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.</b>	
<b>Name</b>	<b>Title</b>
Debbie Battles	Principal
Maureen Jacobs	Assistant Principal, Title I Coordinator
Teresa Salvatore-Fuller	Resource Teacher
Karen Pierce	SAC Co-Chairperson
Vanessa Fields	SAC Co-Chairperson
Christian Marchica	Crisis Intervention Teacher
Lisa Fitzpatrick	K-2 Literacy Coach
Grace Bailey	3-5 Literacy Coach
Daniela Whiteside	PTO Liaison

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

The School Advisory Council advertises the SAC meetings through the school's social media platform, school website, and communication going home with students. 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 administration and on the Leadership Team, and/or serve in leadership roles that support our vision, mission, and School Choice Program. All parents are invited to attend school sponsored meetings and trainings.

**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, 2022. First, faculty reviewed the CNA, SWP, and PFEP. Teachers reviewed, discussed, and gave feedback at a faculty meeting on March 1, 2022 at 2:15pm 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 2, 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 school wide plan Stakeholder Meeting on March 1, 2022, 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, and School-Family Compact and training were recorded in the input meeting template and submitted for drafting the FY2023 SWP. We plan to spend allocation for student agendas/school-parent communication.

**5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.**

Name	Title
Debbie Battles	Principal
Maureen Grosvenor	Title I Contact
Type in the name of member/stakeholder	Type in the title of member/stakeholder

# Annual 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.

Brief Narrative
<b>1. What is the actual date, time and location of the Annual Meeting?</b>
Projected meeting date set for September 6, 2022 at 6:00 pm in the school media center and may also be available virtually (with recording).
<b>2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).</b>
We will notify the community about the meeting on the school marquee, through a callout on Parentlink, social media, and through our school-home communication (student agenda books).
<b>3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.</b>
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.

### Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Conscious Discipline	Teachers will learn ways to teach parents the skills, strategies, and language they use in their classroom to apply at home.	Consistent language and strategies aligning school and home to increase student connection, safety, and engagement.	Parent-Teacher conference notes, presentation slide or handouts	January 2023	SWPBS Team; Coaches; Teachers; Administration

### Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Effective School-Parent Partnerships	Teachers will learn effective strategies and ways to communicate with parents and increase school-home support and collaboration on academics and attendance.	Increased positive school-home communication and increased parent engagement at school events.	Sample communication with parents and conference notes; sign in	August 2022	Leadership Team; Team Leaders

## Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

### Reflection/Evaluation of Training #1 (PFEPStep5)

Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Effective Partnerships	56	Effective language stems to facilitate a positive 2-way parent-teacher conference. They did this by reading tips from Harvard Family Research Project: A Tips Sheet for Teachers; jigsawing the reading, and discussing with colleagues.	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? Yes, teachers applied the tips into their own conference notes and conversation capture on the District Parent Communication Form, 1051	Teachers spent a majority of the time sharing ideas with one another about ways to overcome challenges, and were able to get tips of how to engage parents- making sure there are opportunities to ask questions of the teacher.	It would be beneficial to have this earlier in the year to include about first contact (before the first conference) during preschool week to plan for meet the teacher and the initial phone call.

### Reflection/Evaluation of Training #2 (PFEPStep5)

Name and Brief Description	Number of Participants	What were teachers able to do as a result Of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements ould be made and what steps will you implement to make the raining more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

## 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.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Peaceful Parenting	To support student learning at home, parents will learn strategies and skills for interacting with their children.	Participants will provide real-life scenarios they encounter at home with their child, and role play with language stems and resources to help promote self-regulation (for the parent and child).	Child self-regulation helps children feel safe, connected, and able to problem solve in order to maintain an executive state. When a child is in executive state, they are able to learn.	October 2022	Trainer, Title I Contact. SWPBS Team	Invitation, Handouts, Language Stems, Visual Aides	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Breakfast and Books	To support learning at home, parents will learn ways to engage with their child about books - reading to, with, and by them.	Adults will attend a breakfast and practice reading to or with their child using resources provided to them- ways to read aloud, questions to ask, etc.	Increase engagement and positive view of reading; transfer to support at home	November 2022	School Media Specialist; Coaches; Leadership; Title I Contact	Invitation; books, question stems, bookmarks, read aloud strategies	

**Parent and Family Capacity Building Training #3 (PFEPStep6)**

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Curriculum Night	To support student learning, parents will learn the grade level expectations, standards, curriculum, and ways progress is monitored and reported	Teachers will show parents one way to develop skills to support student learning at home (game or activity)	Increase parent and student engagement; strengthen parent- school communication; increase parent understanding of expectations and resources	September 2022	Classroom Teachers; Leadership	Invitation, Powerpoint slide/handouts, activity or game resource for parents	



## Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

### Reflection/Evaluation of Training #1 (PFEPStep7)

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Peaceful Parenting: Helping Our Children to Be Calm	5	Recognize own triggers, thoughts, and feelings to help self-regulate and bring calm to the situation for their children.	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? We will ask upon the second session to ask how it is going?	The session provided language stems, it was intimate setting, each parent shared specific examples, and shared what parts were helpful to them,.	Take their feedback to offer sessions at a different time. Record the session and post-it to the website so that other parents can watch when convenient.

### Reflection/Evaluation of Training #2 (PFEPStep7)

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

### Reflection/Evaluation of Training #3 (PFEPStep7)

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Curriculum Night	103	To support student learning, parents will learn the grade level expectations, standards, curriculum, and ways progress is monitored and reported	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? Feedback Forms	Parents appreciated learning about the daily schedule, expectations, and curriculum their child will learn. They gave feedback that they learned ways they can help at home.	Have each teacher model a specific strategy, and then have the parents practice applying the skill or strategy while here during the training.

## 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.**

### Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Homeless (McKinney-Vento) Program	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.	Fliers are posted in the front office and shared through communication home, such as the school flyer	Annually; bi-annually; as needed

### Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Literacy Coalition	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	Social Media Posts; Flyer/Invitation to families; data	Bi-annually

### Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
FDLRS/ESE Parent Services	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.	Flyers advertising the events sent to parents	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.

<p><b>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.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Parents will be provided information about meetings through printed or digital invitations, social media pages, Parentlink messages, school marquee, and student agenda books.</p>	<p>Screenshots: invitations, student agenda books, photos of marquee</p>
<p><b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>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</p>	<p>Powerpoint slides or handouts, sample conference notes, sign - ins</p>
<p><b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>We will inform parents via teacher-parent communication, data reports from curriculum and district assessment materials, state test informational night/meeting</p>	<p>Sample of teacher-parent meeting notes, sample data reports sent to parents, powerpoint slides or handouts</p>
<p><b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>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.</p>	<p>Screenshots, pictures, and parentlink</p>
<p><b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>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.</p>	<p>Invitations; screenshots meeting dates/times</p>

## 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	List evidence that you will upload based on your description.	File Attachments
<p>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 Hatian-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.</p>	<p>Examples of documents and communication sent; attachments of translated documents</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>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. To make attendance to events easier, we offer virtual options.</p>	<p>Photographs of interpreters signing for parents, example of documents or communication with the parent(s)</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>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.</p>	<p>Sample invitations, sample communication, email to Migrant Office</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>We connect these families with McKinney-Vento services provided by the school district. Our Guidance 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 homeless.</p>	<p>Sample housing questionnaire picture of donation closet (backpacks, supplies, clothing), McKinney-Vento flyer</p>	

# Other Activities

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.

## Activity #1

Name of Activity	Brief Description
None	N/A

## Activity #2

Name of Activity	Brief Description
None	N/A

## Activity #3

Name of Activity	Brief Description
None	N/A

## Building Students' 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.

To create a safe and connected school community, we implement Conscious Discipline practices school-wide. These self-regulation, self-awareness, and problem-solving skills are taught school-wide. To assist in the implementation of Conscious Discipline, on-going professional development is provided to all staff on developing social and emotional learning skills, in 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 to the greater good 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.

In addition, the guidance 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. Adult mentors volunteer to mentor students by developing a 1:1 relationship and "checking in" on a regular basis to see how they are doing in class. 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-weekly 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.





## 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.

Core instruction is standards-based using curriculum developed by the district and then personalized based on student data. Daily instruction also includes social emotional learning 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 bi-weekly, or more frequently, 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 social and emotional learning skills 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 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.



## 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 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)].*

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. 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 will integrate project-based learning as a way to support student inquiry while working towards multiple Florida Standards at a time. Children will still 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. Science is on the Enrichment (Fine Arts) wheel so students participate in hands-on scientific investigations. DDE is continuing the school garden that promotes learning activities such as reading about the life cycle of the plant and charting and record the growth. Students research insects to see if they are good for the crops or a pest. Each grade level is responsible for tending the grade level garden. Dwight D. Eisenhower also offers many after school clubs including student council, violin, math, science, recycling, chess, drum, chorus, sign language, and garden clubs.

This year, DDE will partner with Loggerhead Marine Life Center to offer additional lessons for 4th, 5th and for students in After Schools Programs.

Tutoring opportunities for reading, math, writing and science are available from January to April. Certified teachers offer additional content instruction from Monday to Thursday each week. Teacher to student ratio averages about 8:1 allowing for each student to receive personalized instruction. Tutorial provided by ESSR funding will be provided during the school day by certified tutors, with a focus on students in K-3.

Grades K-5 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.



## 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;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

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 accelerated math class.

Every year, DDE organizes a career day for all of 4th grade. 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 graders attend a presentation that is offered from each of the middle schools to learn what is offered at each school and make an informed decision on which one to attend that is the best fit for their future. DDE also has a mentor program that involves staff members spending additional time with specific students and learning more about their careers.

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 in grades K-5.



## Transition from Early Childhood Education Programs 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 Kindergarteners
- 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

Dwight D. Eisenhower Elementary School has Pre-K (Special Needs & VPK) through fifth-grade 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 K-5 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 one of three days and then all returning on the 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
- 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

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. This year, 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. This data, FLKRS, and iReady assessments determines their school readiness skills that teachers can use with other informal data 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 principal also hosts on-site tours of the school for potential new kindergarten families. She also collaborates with the local preschools to discuss kindergarten readiness.





## 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 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

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-5 English and Language Arts (ELA) and Math 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, Social-Emotional Learning, Technology, and Management topics.

Our literacy teachers in K-5 receive ongoing support from the district by attending monthly Cadre meetings in literacy, math, 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 and CIT.

Ongoing professional development is provided at the school from one of 3 instructional coaches who support in the classrooms and facilitate PLCs.

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.



## 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

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 Elementary 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 Elementary 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 literacy teachers is our Supplemental Academic Intervention teachers and Instructional Coaches. As veteran literacy specialists, they serve as active leaders in K-5 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 Elementary School, hires 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 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 sponsor 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.



