The School District of Palm Beach County

Dwight D. Eisenhower K 8

2019-20 Schoolwide Improvement Plan

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Dwight D. Eisenhower K 8

2926 LONE PINE RD, Palm Beach Gardens, FL 33410

https://ddee.palmbeachschools.org

Demographics

Principal: Debbie Battles

Start Date for this Principal: 8/10/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (61%) 2016-17: B (55%) 2015-16: B (58%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	71%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Dwight D. Eisenhower Elementary's mission is to create a collaborative, safe, respectful learning environment which nurtures students to take responsibility for their learning; all staff members as they work to develop their craft and support students; parents/caregivers as they raise their children to adulthood; and the community which supports and upholds the values of our school.

Provide the school's vision statement.

The Eisenhower staff, parents/caregivers, and community will work as a team to teach children in a way that promotes academic success, social-emotional development, and life-long learning while recognizing the diversity of children’s needs and abilities.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team**:**

Name	Title	Job Duties and Responsibilities
Battles, Debbie	Principal	Principal, Responsible for overseeing the writing, training, and implementation of the SIP process.
Salvatore-Fuller, Teresa	Instructional Coach	Instructional Coach, Responsible for working with teachers and staff throughout the process of writing and implementing the SIP plan. Provide instructional support by facilitating PLCs, conducting professional development, and modeling effective strategies for teachers to implement high yield strategies that facilitate meeting our goals.
Pierce, Karen	Teacher, K-12	Science Resource Teacher, Responsible for working with teachers and staff throughout the process of writing and implementing the SIP plan. Provide instructional science support by modeling effective strategies for teachers to implement high yield strategies that facilitate meeting our goals as well as sharing resouce materials.
Marchica, Christian	Administrative Support	CIT/Leadership Team member, Responsible for overseeing the writing, training, and implementation of the SIP process.
Fitzpatrick, Lisa	Teacher, K-12	Instructional Coach, Responsible for working with teachers and staff throughout the process of writing and implementing the SIP plan. Provide instructional support by facilitating PLCs, conducting professional development, and modeling effective strategies for teachers to implement high yield strategies that facilitate meeting our goals.
East, Jill	Teacher, K-12	Instructional Coach, Responsible for working with teachers and staff throughout the process of writing and implementing the SIP plan. Provide instructional support by facilitating PLCs, conducting professional development, and modeling effective strategies for teachers to implement high yield strategies that facilitate meeting our goals.
Jacobs, Maureen	Assistant Principal	Assistant Principal, Responsible for overseeing the writing, training, and implementation of the SIP process.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	66	62	74	64	48	0	0	0	0	0	0	0	376
Attendance below 90 percent	10	6	5	8	9	5	0	0	0	0	0	0	0	43
One or more suspensions	2	2	1	0	2	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	15	26	29	25	9	21	0	0	0	0	0	0	0	125
Level 1 on statewide assessment	0	0	0	19	20	9	0	0	0	0	0	0	0	48

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	5	17	10	12	0	0	0	0	0	0	0	52

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	4	3	5	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

51

Date this data was collected or last updated

Monday 9/30/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	12	6	10	4	6	0	0	0	0	0	0	0	52
One or more suspensions	1	0	0	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	17	18	29	22	12	26	0	0	0	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	19	16	18	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	3	6	17	11	19	0	0	0	0	0	0	0	60

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	12	6	10	4	6	0	0	0	0	0	0	0	52
One or more suspensions	1	0	0	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	17	18	29	22	12	26	0	0	0	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	19	16	18	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	3	6	17	11	19	0	0	0	0	0	0	0	60

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	58%	57%	52%	53%	55%
ELA Learning Gains	63%	63%	58%	53%	59%	57%
ELA Lowest 25th Percentile	50%	56%	53%	29%	55%	52%
Math Achievement	66%	68%	63%	68%	62%	61%
Math Learning Gains	77%	68%	62%	70%	62%	61%
Math Lowest 25th Percentile	64%	59%	51%	52%	53%	51%
Science Achievement	57%	51%	53%	59%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	62 (0)	66 (0)	62 (0)	74 (0)	64 (0)	48 (0)	0 (0)	376 (0)
Attendance below 90 percent	10 (14)	6 (12)	5 (6)	8 (10)	9 (4)	5 (6)	0 (0)	43 (52)
One or more suspensions	2 (1)	2 (0)	1 (0)	0 (2)	2 (1)	1 (0)	0 (0)	8 (4)
Course failure in ELA or Math	15 (17)	26 (18)	29 (29)	25 (22)	9 (12)	21 (26)	0 (0)	125 (124)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	19 (19)	20 (16)	9 (18)	0 (0)	48 (53)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	52%	54%	-2%	58%	-6%
	2018	54%	56%	-2%	57%	-3%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	56%	62%	-6%	58%	-2%
	2018	57%	58%	-1%	56%	1%
Same Grade Comparison		-1%				
Cohort Comparison		2%				
05	2019	64%	59%	5%	56%	8%
	2018	55%	59%	-4%	55%	0%
Same Grade Comparison		9%				
Cohort Comparison		7%				
06	2019					
	2018					
Cohort Comparison		-55%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	52%	65%	-13%	62%	-10%
	2018	63%	63%	0%	62%	1%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	61%	67%	-6%	64%	-3%
	2018	57%	63%	-6%	62%	-5%
Same Grade Comparison		4%				
Cohort Comparison		-2%				
05	2019	89%	65%	24%	60%	29%
	2018	72%	66%	6%	61%	11%
Same Grade Comparison		17%				
Cohort Comparison		32%				
06	2019					
	2018					
Cohort Comparison		-72%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	56%	51%	5%	53%	3%
	2018	49%	56%	-7%	55%	-6%
Same Grade Comparison		7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	71	64	45	71	64	46				
ELL	36	80		50	74		30				
BLK	43	49	18	61	76	55	43				
HSP	57	70		64	79		53				
WHT	70	63		70	83		64				
FRL	50	58	46	60	76	64	53				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	50	62		63	62		38				
ELL	26	47	50	32	76	80					
ASN	100			90							
BLK	44	60	46	65	70	64	25				
HSP	63	70	50	63	68	70	47				
WHT	63	53		73	61		80				
FRL	56	66	57	64	69	65	43				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	39	23	63	65		40				
ELL	27	36	30	52	68	50	38				
ASN	69	62		88	85						
BLK	33	37	29	48	48	38	38				
HSP	48	54	36	67	66	50	42				
WHT	61	61		80	88		80				
FRL	42	49	32	64	66	48	51				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

When examining our subgroup data across all FSA assessment areas, our percentages indicate our black students were lowest performing with 18% ELA learning gains in the lowest 25%. Subgroup achievement data also indicates that students with disabilities had the lowest ELA achievement at 35%, but one of the highest gains at 71% overall and the highest gain of all subgroups for the lowest 25%, where 64% of students showed a gain. An analysis over time shows no consistent patterns or trends in any particular subgroup.

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

ELA Learning Gains for Black decreased 28% for the lowest 25%. Because we have a small school population, which gives us small subgroups, data has indicated that even a small fluctuation in the students adding or withdrawing from our population can lead to large swings in our results.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Of the School Grade Components, our school scored higher on seven of the eight areas. The only area we scored lower than the state was our ELA Lowest 25% with a -3% difference.

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

As a school, our Math Learning Gains increased from 69% to 77% and our Math Learning Gains for white students increased 22%. FY18, our fifth grade math teacher was on maternity leave for three months with multiple substitute teachers trying to fill her shoes. She returned for FY19.

In examination of our subgroup data, our ELL ELA Learning Gains increased 33%. FY19 was our second year implementing a new approach to reading intervention. In addition, our reading coach provided support for both core instruction and intervention.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the data presented in EWS reflecting last year's students, the greatest area of concern is course failure for ELA or Math.

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

1. Reading (core instruction)
2. Math (core instruction)
3. Science (core instruction)
4. Early reading intervention (k-2)
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To increase number of ELA proficient students in alignment with the District Strategic Plan; LTO #1
Rationale	FY19 FSA ELA data indicates 53% of grade three students tested proficient in reading, 60% of grade four students tested proficient in reading and 64% of grade five students tested proficient in reading. We are working to close the gap between our proficiency and the school district's LTO #1. In kindergarten, FY19 EOY RRR Independent Levels indicated 45% of students were reading at a proficient level, and iReady data indicates one years reading growth. In grade one, FY19 EOY RRR Independent Levels was 41% of students were reading at a proficient level, and iReady data indicates 25% of a years reading growth. In grade two, FY19 EOY RRR Independent Levels was 60% of students were reading at a proficient level, and iReady data indicates less than 75% of a years reading growth. iReady data indicates less than one years reading growth in grade three.
State the measurable outcome the school plans to achieve	Increase our grade three proficiency from 53% to 60% on FY20 FSA ELA, a 7% increase. Increase our grade four proficiency from 60% to 68% on FY20 FSA ELA, an 8% increase. Increase our grade five proficiency from 64% to 70% on FY20 FSA ELA, a 6% increase.
Person responsible for monitoring outcome	Debbie Battles (debbie.battles@palmbeachschools.org)
Evidence-based Strategy	1. Students will be remediated using small group differentiation during core ELA block and supplemental/intensive intervention. Instruction will include Leveled Literacy Intervention (LLI), small groups based on text processing or comprehension needs, and the use of multi-sensory strategies. 2. Students will also be remediation and enriched using iReady.
Rationale for Evidence-based Strategy	By providing explicit instruction that incorporates multisensory strategies, students can develop a strong foundation for reading that will start them off on the right track. Multisensory instruction is a way of teaching that engages more than one sense at a time. The use of sight, hearing, movement and touch can be helpful when students are learning new concepts. All students can benefit from multi-sensory learning. Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability.
Action Step	
Description	The following strategies will be implemented in order to effectively implement small group differentiated instruction during the Core ELA block and supplemental/intensive intervention: 1. Provide supplemental support to all students through differentiated and rigorous

	instruction implementation, including extended learning opportunities. 2. Each k-5 team will develop "Wildly Important Goals" (WIG) to determine individual team goals and leading indicators for meeting the goal. 3. Kindergarten, Grade One, Resource, and Enrichment teachers will participate in Multisensory grant and coaching cycle. 4. Second Grade will participate in Cadre 2021 professional development and coaching cycle. 5. Prove continuous PD to analyze data and deliver standards-based instruction. 6. Resource and interventionists will attend PLCs with grade levels to plan for differentiated instruction. 7. Provide after school tutorial for grades 3-5 students in Reading, Math, Writing, and Science.
Person Responsible	Lisa Fitzpatrick (lisa.fitzpatrick@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We implement and provide Social Emotional Learning through the practice of Conscious Discipline strategies, structures, and routines-i.e. Brain Smart Start (activities to unite, connect, disengage stress, and make commitments), Safe Place, Morning Greeting, Wish Well, Conflict Resolution, Seven Skills and Powers, Language of Unity, etc...to all staff and students. Rigorous school-wide implementation of Conscious Discipline research-based strategies improves students' self-awareness and self-regulation skills, which promotes problem solving. When students improve their self-awareness, students will also become aware of treating others with equity and respect, which will contribute to the creation of a school community. Conscious Discipline promotes safety, connection, and problem solving resulting in a positive school culture and climate. As this is a school-wide implementation, we are developing a single school culture that appreciates all students in alignment to S.B. 2.09 required by Florida State Statute 1003.42. Implementation is monitored during Data Chats and classroom Learning Walks.

This SEL approach has become the focus of our SwPBS committee to be sure that we have school-wide norms and practices that are consistent from classroom to classroom. We also provide monthly parenting workshops to teach the parents what we are implementing at school and how they can implement this SEL practice in the home.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parents are an integral part of every school. Dwight D. Eisenhower Elementary is constantly seeking out innovative ways in which we can involve more parents in our school program. Our current opportunities for involving our parents are our School Advisory Council (SAC), Parent Teacher Organization (PTO),

Conscious Discipline Workshops and annual events. SAC meetings include school administration updates on our school's climate, personnel, and academics. There is time on the agenda where members are invited to give their opinions and bring up new business for discussion. Late in FY18, we welcomed a new PTO president that has been able to revitalize membership, and encouraging new members to share ideas and skills.

Parents are offered other opportunities to be involved in their child(ren)'s school life. We offer the following trainings and informational meetings:
- Conscious Discipline Workshops
- VPK Family Night to help parents with strategies for kindergarten success.
- Breakfast & Books with Dad
- FSA Reading and Math Night to teach parents reading and math strategies to help their students at home.
- Reading Book Fairs and other media center events for parents including activities to do with their child.

School agendas have been given free of charge to all K-5 students, no child is excluded due to insufficient funds. Important information is included in the agendas such as our mission, important phone numbers and email addresses, school calendar, etc... These agendas are used daily by teachers as a convenient way to facilitate communication between home and school.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Developing students' social and emotional skills is a priority on our school campus as we create a safe and connected school environment. DDE will continue full implementation of Conscious Discipline (CD), a whole-school solution for social-emotional learning, discipline, self-regulation and classroom management. CD strategies and structures transform school culture into a safe haven of cooperation, constructive problem-solving and academic success. 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. In addition, self-regulation, self-awareness, and problem solving skills are being taught school-wide to all stakeholders. Free parent CD workshops are provided monthly to help promote continuity of the strategies between home and school.

The Guidance Counselor provides both counseling and skills groups to students who are identified as needing additional support. In FY20, we acquired a Behavioral Health Professional who works with students on strategies and social skills that extends beyond the classroom.

When a child is not responding to the strategies offered by the classroom teacher, the child may be referred to the School Based Team (SBT). The core SBT is comprised of administration, ESE coordinator teacher, SAI teacher, school psychologist, classroom teacher(s), Crisis Intervention Teacher (CIT), and guidance counselor. Other teachers join as necessary (DHH teacher, ELL teacher, etc... This team problem-solves using data to identify students' academic, social-emotional, and behavioral strengths and challenges and then makes decisions about instruction, goals, and interventions to assist the child with success, understanding that the resources may be outside of our school's resources. The team monitors the student's response to these interventions and continues or modifies as needed. The Florida Continuous Improvement Model (Plan. Do. Check. Act) is utilized in the problem-solving process.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Dwight D. Eisenhower Elementary School has Pre-K (Special Needs & VPK) through fifthgrade students. We currently have 3 VPK classes and 14 PreK ESE classes. ESE PreK are placed here through Child Find and most do not live in our SAC area.

Kindergarten students have a staggered start date in order to have the opportunity for a more intimate, less overwhelming start to school. They start in small groups with each group beginning 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
- Open house for families of incoming kindergarten children
- Creating guides for reading books or having conversations with children about kindergarten
- Distributing of community resources
- Providing home learning activities to families

Incoming Kindergarten students are evaluated on school readiness using the FLKRS and iReady Diagnostic. The SDPBC Literacy Assessment Test begins in Kindergarten with Reading Subtests until the student is able to read on a text level A. All of this data will be used to plan academic and social/ emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core curriculum.

DDE offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Each year, fifth grade is provided the opportunity to meet with middle schools at DDE. Representatives from the local middle schools come to DDE to explain how middle school is designed and how the programs that are offered.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The SBT Team uses the Problem Solving Model to conduct meetings. During meetings, intervention is developed to identify students' specific needs and appropriate research-based interventions. A case liaison is assigned to support interventionist and data collection. These needs are taken into consideration when writing SIP strategies. The MTSS/RtI Leadership Team and the SBT function as one, meeting bi-weekly or more, as needed. PLC and SwPBS/Conscious Discipline meetings occur monthly.

Members of the MTSS/RtI Leadership Team met with SAC to help develop the SY20 SIP utilizing the previous year's data. Topics for discussion include the following:
- FSA scores with the lowest 25%,
- Subgroup scores
- Strengths/weaknesses of programs
- Mentoring, tutoring, and other services.

Title I, Part A
DDE utilizes certified staff to provide supplementary in-school instruction to the lowest 25% of the students or any student struggling. We also offer after school tutorial to third-fifth grade students who

may need even more supplementary reading, writing, and/or math time.

School-wide Professional Development is focused on utilization of Conscious Discipline techniques. Some staff have received professional development in project-based learning and the rest of the staff will be trained in June, 2020.

DDE offers parent training and student performances to encourage families to become more involved. Parents are urged to join SAC and PTO. We also offer LAFS Training, MAFS Training, and Conscious Discipline Training, and Curriculum Nights.

Title II
District receives funds

Title III
DDE has a full-time ELL teacher and a Spanish CLF.

Supplemental Academic Instruction (SAI)
SAI supports intensive reading instruction for the lowest 25%.

Violence Prevention Programs
DDE teaches a district-sponsored program against bullying.

Nutrition Programs
DDE offers free breakfast to all students and free and reduced lunch.

Other
DDE provides a full-day Voluntary Pre-K program and has the largest ESE PreK program in the district.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Each year the 4th grade has a college and career fair research project that is culminated with a job fair. The students research a career they are interested in possibly pursuing. They learn about which middle schools and/or school magnet programs they would need to attend that might focus on their interest. They then research colleges where they offer a degree in their chosen field. The job fair takes place on one day so that all grades are able to attend and ask the students questions about their chosen careers. During the evening, he fair is held for an hour so the parents can visit each of the students areas. The evening begins with a "commencement ceremony" from the future year when they will graduate from college. The students booth has items that represent their career, a poster behind them that has a timeline of middle school, high school, and college and/or secondary education, as well as a speech that is memorized so everyone can learn about their profession. They dress in as authentic as possible uniform/costume along with props.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: To increase number of ELA proficient students in alignment with the District Strategic Plan; LTO #1**				**$113,535.49**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100		1541 - Dwight D. Eisenhower K 8	Title, I Part A	1.5	$103,535.49
			Notes: Reading Resource Teachers to provide remediation support			
	6150		1541 - Dwight D. Eisenhower K 8	Title, I Part A	0.0	$1,000.00
			Notes: Consultant for Conscious Discipline Parent Workshops			
	6150		1541 - Dwight D. Eisenhower K 8	Other	0.0	$2,000.00
			Notes: Consultant for Conscious Discipline Parent Workshops, ASP			
	5100		1541 - Dwight D. Eisenhower K 8	Other	0.0	$7,000.00
			Notes: Tutorial funded through ASP for grades 3-5 students in the area of Reading, Writing, Math, and Science.			
					Total:	**$113,535.49**