Dwight D. Eisenhower K 8

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2021-22 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	2021-22: B (57%) 2018-19: A (62%) 2017-18: B (61%)
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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Dwight D. Eisenhower Elementary, 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.

Provide the school's vision statement.

At Dwight D. Eisenhower Elementary, we will build upon a foundation of academic excellence to cultivate conscious, interconnected citizens who are empowered to use inquiry and critical thinking to make choices within the global community.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Battles, Debbie	Principal	The Principal provides leadership and administration, which motivates instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally. She is also responsible for overseeing the writing, training, and implementation of the SIP process. This includes continually evaluating existing programs and practices, curriculum content, and all programs. She maintains an educational philosophy and school climate which encourages a cooperative and participating attitude on the part of all staff and students while maintaining a standard of student behavior designed to empower the student for self-control and minimize school and classroom interruptions.
Jacobs, Maureen	Assistant Principal	As Assistant Principal, she assists the school principal in the leadership, coordination, supervision, and management of the school's programs and operation. She assists the principal in developing and maintaining effective educational programs which maintains the school culture as a results-oriented collaborative learning community. She assists the principal in the overall administration of the school. She is responsible for overseeing the writing, training, and implementation of the SIP process, and supports the principal in the collaborative development, implementation, and ongoing refinement of the SIP.
Fitzpatrick, Lisa	Instructional Coach	She is responsible for working with teachers and staff throughout the process of writing and implementing the SIP, 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.
Salvatore-Fuller, Teresa	Instructional Coach	She is responsible for working with teachers and staff throughout the process of writing and implementing the SIP, 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.
Marchica, Christian	Administrative Support	As CIT/Leadership Team member, he is responsible for overseeing the writing, training, and implementation of the SIP process, provide instructional and social-emotional support for the teachers, conducting professional development, and modeling effective strategies for teachers to implement high-yield strategies that facilitate meeting our goals.

Name	Position Title	Job Duties and Responsibilities
Pierce, Karen	Teacher, K-12	As the Science Resource Teacher, she is responsible for working with teachers and staff throughout the process of writing and implementing the SIP, provide instructional science support by modeling effective strategies for teachers to implement high-yield strategies that facilitate meeting our goals as well as sharing resource materials.
Bailey, Grace	Instructional Coach	She is responsible for working with teachers and staff throughout the process of writing and implementing the SIP, 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.

Demographic Information

Principal start date

Wednesday 8/10/2016, Debbie Battles

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

425

Identify the number of instructional staff who left the school during the 2021-22 school year.

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	46	55	54	45	53	0	0	0	0	0	0	0	297
Attendance below 90 percent	0	14	14	12	9	16	0	0	0	0	0	0	0	65
One or more suspensions	0	1	1	0	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	4	15	15	14	6	0	0	0	0	0	0	0	54
Course failure in Math	0	3	6	13	6	8	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	8	7	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	7	10	19	17	25	0	0	0	0	0	0	0	78

Using the table above, complete the table below with the number of students by current grade level who have 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	0	4	9	11	13	12	0	0	0	0	0	0	0	49

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 8/24/2022

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	
Number of students enrolled	74	58	53	64	58	60	0	0	0	0	0	0	0	367
Attendance below 90 percent	0	15	9	6	9	4	0	0	0	0	0	0	0	43
One or more suspensions	0	4	1	1	3	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	13	19	27	23	11	0	0	0	0	0	0	0	93
Course failure in Math	0	4	10	15	14	8	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	11	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	28	27	25	0	0	0	0	0	0	0	80
FY21 ELA Winter Diag Level 1 & 2	0	0	0	27	29	32	0	0	0	0	0	0	0	88
FY21 Math Winter Diag Level 1 & 2	0	0	0	25	27	24	0	0	0	0	0	0	0	76

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	0	8	13	16	17	9	0	0	0	0	0	0	0	63

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	0	1	0	0	4	4	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	74	58	53	64	58	60	0	0	0	0	0	0	0	367
Attendance below 90 percent	0	15	9	6	9	4	0	0	0	0	0	0	0	43
One or more suspensions	0	4	1	1	3	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	13	19	27	23	11	0	0	0	0	0	0	0	93
Course failure in Math	0	4	10	15	14	8	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	11	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	28	27	25	0	0	0	0	0	0	0	80
FY21 ELA Winter Diag Level 1 & 2	0	0	0	27	29	32	0	0	0	0	0	0	0	88
FY21 Math Winter Diag Level 1 & 2	0	0	0	25	27	24	0	0	0	0	0	0	0	76

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	0	8	13	16	17	9	0	0	0	0	0	0	0	63

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	0	1	0	0	4	4	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	59%	56%				58%	58%	57%
ELA Learning Gains	64%						63%	63%	58%
ELA Lowest 25th Percentile	50%						50%	56%	53%
Math Achievement	61%	53%	50%				66%	68%	63%
Math Learning Gains	69%						77%	68%	62%
Math Lowest 25th Percentile	54%						64%	59%	51%
Science Achievement	42%	59%	59%				57%	51%	53%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	54%	-2%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	56%	62%	-6%	58%	-2%
Cohort Comparison		-52%				
05	2022					
	2019	64%	59%	5%	56%	8%
Cohort Comparison		-56%				
06	2022					
	2019					
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	65%	-13%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	61%	67%	-6%	64%	-3%
Cohort Comparison		-52%				
05	2022					
	2019	89%	65%	24%	60%	29%
Cohort Comparison		-61%				
06	2022					
	2019					
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	51%	5%	53%	3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-56%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	50	50	36	63	46	13				
ELL	37	50	38	43	64	36	30				
BLK	56	67		55	74		20				
HSP	51	61	43	60	73	42	33				
MUL	62			62							
WHT	67	66		62	58		67				
FRL	57	60	43	57	69	57	32				
2021 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 2019-20	C & C Accel 2019-20
SWD	30	53	36	35	65		26				
ELL	21			32							
BLK	45	73		35	60		33				
HSP	37	44		41	76		41				
WHT	70	65		63	76		58				
FRL	50	67	42	46	68	60	35				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
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	75
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - 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%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY22 Winter Diag. vs. FY22 FSA results shows:
ELA: -8.4 pts in Gr 3, -1.9 pts in Gr 4, -1 pt in Gr 5.
Math: -17.1 pts in Gr 3, -21.2 pts in Gr 4, -4.0 pts in Gr 5.
Science: -7.13 pts

FY19 FSA vs. FY22 FSA results shows:
ELA: +3.7 pts in Gr 3, +10.86 pts in Gr 4, -8.93 pt in Gr 5.
Math: +9.05 pts in Gr 3, -15.92 pts in Gr 4, -21.37 pts in Gr 5.
100% of our 5th graders taking 6th grade math were on grade level
Science: -16.5 pts

Comparing our FY22 data to our FY21 data demonstrates small loses in math and science.

A multi-year analysis of ELA, Math and Science indicates a lack of consistent patterns or trends over time in
any particular test or subgroup.

Comparing ELA Diagnostics and FSA ELA, there was no significant difference in each grade level.
Comparing subgroups, percent on grade level of males, LY, SWD, whites, blacks, and multi-Ethnic students decreased slightly from Diagnostic to FSA. The percent of on grade level females, LF, Hispanic, and Asian students increased slightly.
Comparing Math Diagnostics and FSA, grade 3 students performed better on the
FSA. The grade 5 students performed better on the diagnostics than the FSA.
Comparing FY19 FSA to FY22 FSA ELA, grades 3 and 4 had an increase in proficiency while grade 5 had decreased proficiency. For Math comparison, we had increased proficiency in grades 3 and 5.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

FY19 FSA vs. FY22 FSA results shows:
ELA: +3.7 pts in Gr 3, +10.86 pts in Gr 4, -8.93 pt in Gr 5.
Math: +9.05 pts in Gr 3, -15.92 pts in Gr 4, -21.37 pts in Gr 5.
100% of our 5th graders taking 6th grade math were on grade level
Science: -16.5 pts
Comparing our FSA FY19 to our FSA FY22, our area of greatest need for improvement is still in math and science.
Our Grade 3 students increase, but our Grades 4 and 5 continue to show a decrease. We also have seen a significant decline in the number of students on grade level in science. The decrease in math and science is significantly different than the years prior to Covid19 (particularly with our fifth grade students), and there is some question regarding the impact of Covid during the FY20 and FY21 school years. However, using Early Warning Indicators, we had less than twenty fourth and fifth grade students performing at Level 1 on the FSA ELA and a total of less than twenty-five students performing at Level 1 on the FSA Math. Again, there appears to be no consistency across tests.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the pandemic, the students had limited direct teacher support. As we continued through the FY21 school year approximately 30-50% of our students were learning virtually through the entire school year at any given point, with several switching back and forth during the first half of the year. The remaining students were required to remain 6 feet apart from one another and their teacher throughout the year. As a result, small group instruction occurred in unfamiliar and limited ways compared to our typical approach to teaching and learning. This year, normal student/teacher interaction with differentiation and hands-on small group instruction with direct teacher guidance will continue.
In addition, teachers meet bi-weekly in PLC to review student data and progress, plan for standards-based instruction using resources and strategies aligned to grade level, and scaffolding is in place to support students who are not yet performing at their grade level.
Our daily instruction and practice to build social/emotional skills will continue with both students and teachers.
The BEST standards are now being used in our grade three-five classrooms. Teachers will have continued support/professional development with these standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Comparing our ELA FY22 FSA to FY19 FSA, we saw gains in third and fourth grades and our ELL students.
Comparing our Math FY22 FSA to FY19 FSA, we again saw gains in third grade. We had two fifth grade students testing in sixth grade math, and both scored above grade level.
ELA achievement comparison of FSA22 to Winter Diagnostics FY22, we see a 25% increase of our LF ELL students.
Math achievement comparison of FSA22 to Winter Diagnostics we see an small increase in our third grade proficiency and in our LY ELL students.

Our greatest achievement was in our Learning Gains. Using our FY22 FSA, 64% of our students had learning gains in ELA, with 50% of the lowest 25% making gains. For Math, 69% of our students had learning gains, with 54% of the lowest 25% making gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our bi-weekly PLCs focused on the use of formative assessments, consistently monitoring student mastery of standards and in-person instruction allowed us to remediate and conduct small-groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. All teachers held all students to high expectations.
We had a plan to targeting struggling students and adjusted the grouping of students depending on progress monitoring of needs. We continued to instruct and practice our social/emotional skills and help students achieve "I can" attitudes.

What strategies will need to be implemented in order to accelerate learning?

Following district protocols, we are grouping students in pods in order to be able to allow them return to increased differentiation and hands-on small group instruction with direct teacher guidance.
Teachers will continue to meet bi-weekly in PLC to review student data and progress and plan for whole and small group instruction. Resource teachers are utilized to support more students who are in need of intervention. Resource and support teachers (ELL, ESE, etc...) attend grade level PLCs to participate in data analysis and instructional planning in order to meet student needs and accelerate learning.
Our K-5 teachers are continuing implementation of Project Based Learning opportunities to support integrated,
standards-based instruction for students. This provides students the chance to think critically
across content areas in order to demonstrate understanding of the ELA, Math and Science Standards for their grade level.
During the core teaching, our K-2 classrooms continue with implementation of the Benchmark Advance Curriculum, along with appropriate intervention materials .
New teachers are supported by instructional coaches in implementing core, supplemental and intensive intervention as needed.
In-school tutorials will be held by certified teachers to support the most struggling students who cannot attend after-school tutorials.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

K-5 teachers will participate in bi-weekly PLCs facilitated by teachers and instructional coaches. K-2 teachers will continue receiving support in the implementation of ELA curriculum as they analyze student data in order to determine instructional needs. Grades 3-5 teachers will continue to be supported by both the instructional coach at PLCs and the Grades 3-5 Modules of instruction and support provided by the Elementary Curriculum Department. The teachers will receive additional support as they begin

implementation of the new BEST standards. Teachers also have the support of weekly "Look Fors" provided by the school district for ELA, Math, and Science. Teacher have the additional support of bi-weekly ELA and Math Cadre meetings and Science PLC meetings provided by the school district.
All K-5 classroom, Enrichment and support teachers will participate in ongoing professional development in Project Based Learning, and social/emotional learning practices. There will be PD for Safe and Civil interventions for our behavior T2 and T3 and intervention training for our coaches and academic tutors.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our focus is continuing to be the implementation of standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies will continue to align to grade level standards and scaffolds put in place to support students who are not performing at grade level. Both after-school and in school tutorial will take place. Continued collaboration between administration, classroom teachers, and resource teachers (ESE, ELL) will ensure the academic success of our students. As instruction implemented, it is key that the teacher ensures maximum student engagement.
Through our Choice program we will continue to develop a science focus on the study of environmental sciences. We will work in partnership with Loggerhead Marinelife Center to deliver instruction to students and professional learning for teachers in order to enhance and enrich our science instruction and build a culture of inquiry in our school.
Parent workshops for partnership in SEL through Conscious Discipline for emotional health and wellness- ensure students are safe, connected and ready to learn.
Students participating in After School Programming will also have gardening activities to enrich and enhance their environmental science understanding and achievement.
We have been awarded Carson Scholar Funds to build and utilize a Ben Carson Reading Room. The funds will allow us to purchase high-interest reading materials and create a comfortable and relaxing reading environment.
The room will be literacy rich, cozy,and nurturing the love of reading.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To increase number of ELA proficient students, we will focus delivering content, concepts, or skills that address the standards and intended learning. This is aligned with the school district's Instructional Priority #1. On the FY22 FSA ELA, 56% of our students demonstrated proficiency. FY22 FSA Math showed 61% of our students demonstrated proficiency. The FY22 Science indicated only 42% of the fifth graders demonstrating proficiency of science standard. When compared to the FY19 FSA data, the level of proficiency in ELA and Math were slightly decreased in FY22 (ELA -2% and Math -5%), but our science decreased by 15%. Analyzing our ELA subgroups, our SWD proficiency level decreased by 13%. Analyzing our Math subgroups, our females and white students reaching proficiency both decreased by 12%, but our LF ELL students reaching proficiency decreased by 33%. Proficiency in reading and the ability for students to utilize their reading skills for comprehension of math and science concepts is essential to math and science proficiency. How to use reading skills in math and science needs to be taught to all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By February '23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 61%. We will increase the lowest 25 by 5% learning gains bringing us to 55%. By May 2023, Dwight D. Eisenhower Elementary school will increase the proficiency of SWDs by 10% and the proficiency of Whites by 5%. We will increase our ELA Learning Gains to 60%, and our ELA Lowest 25 learning gains would increase from 55% in February to 60%. By integrating our ELA reading strategies into our math and science, we will increase the percentage of students making learning gains in Math by 3% in SY22, and 8% in science increasing us to 50% achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PLCs will be held on a bi-weekly basis. During these meetings, current data for all students will be examined for progress. Small groups will be monitored and adjusted as necessary as well as appropriate interventions. Teachers will collaborate and share successful practice to support instruction across grade levels. Integration of reading strategies into math and science will be planned, including the reading of science-based books during ELA instruction. Other forms of monitoring we may use are the following: Review of Lesson Plans, Classroom walks, Student work samples/portfolio/binder reviews, student attendance, student data chats, formal observations, Formative/Summative Assessments and teacher use of technology The monitoring will be supported by key members of the leadership team: Assistant Principal and Instructional Coaches.
Person responsible for monitoring outcome:	Debbie Battles (debbie.battles@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based	1. Students will be provided targeted small group differentiated instruction during core ELA block. 2. Identified students will be provided supplemental/intensive intervention based on the School District of Palm Beach County Reading Intervention Plan and Decision Tree. Instruction will include use of evidence-based strategies and programs such as Leveled Literacy Intervention (LLI), Guided Reading, Voyager Passport, iReady tools for

strategy being implemented for this Area of Focus.	instruction, instructional strategies for text processing or comprehension needs, and a multisensory approach to teaching phonics. 3. Students will be remediated and enriched using iReady, in-school tutorials, and for some students, after-school tutorials. 4. Students will be provided additional weekly content-based science instruction to build background knowledge and vocabulary with reading strategies integrated into reading and comprehending the content.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Student success is multifaceted and addressed first and foremost through attending to social-emotional learning needs and integrating these throughout the day in conjunction with core instruction, intervention, remediation, and content knowledge building. By providing explicit SEL and academic instruction across content areas that incorporate a variety of strategies to meet learning styles and needs, students can develop a strong foundation for learning and reading. Various instructional approaches are included in our plan, including a multisensory approach to engage multiple senses when learning new concepts. Additionally, using programs such as Leveled Literacy Intervention supports student acquisition of basic reading skills and higher-order thinking skills. The use of iReady allows students to learn in a different modality and have opportunities to work at their individual level and at their own pace. Finally, the addition of science content teaching will allow students to build background knowledge and academic vocabulary, while supporting literacy development.

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

Strategies 1&2:
1. Teachers use district Benchmark assessments to identify student needs to be addressed during small group/individual core instruction as well as during intervention, if it is determined that the student is in need of intervention.
2. Teachers use data to determine best method of delivery and materials (i.e. guided reading, shared reading, multisensory phonics).
3.Teachers monitor progress and re-assess student needs to reorganize groupings and modify instruction.
4. Teachers participate in monthly ELA Cadre or support during PLC offered by the district Curriculum Department.
5. Teachers collaborate regularly in grade level PLCs to study and improve instruction in collaboration with LIteracy Coaches, interventionists and resource teachers in order to align instruction.

Person Responsible	Lisa Fitzpatrick (lisa.fitzpatrick@palmbeachschools.org)

Strategy 3:
1. Implement iReady diagnostic to determine student placement (below, on or above) to meet student needs.
2. Monitor student performance and make appropriate adjustments to assigned lessons based on demonstrated performance on iReady and classroom assignments.
3. Provide after-school tutorial for grades 3-5 students in Reading, Math, Writing, and 5th grade Science.
4. Provide in-school reading tutorials for grades k-4.
5. Language Arts teachers will use novel study and writing strategies to enhance students ability to integrate knowledge.

Person Responsible	Grace Bailey (grace.bailey@palmbeachschools.org)

Strategy 4:
1. Provide additional monthly, standards-based marine science lessons.
2. Integrate in social studies concepts to build additional core knowledge (i.e. human impact on environment, how to help our community, etc.)
3. Provide opportunities for students to incorporate new science knowledge into student-led school activities that require Literacy Skills (i.e. researching and writing "Tank Talk" segment on morning announcements, grades 3-5 partnering with grades k-2 for marine science instruction).

Person Responsible   Teresa Salvatore-Fuller (teresa.salvatore-fuller@palmbeachschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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), Parent Workshops and annual events. There is time on the SAC meeting agendas where members are invited to give their opinions and bring up new business for discussion.
Parents are offered other opportunities to be involved in their child(ren)'s school life. We offer the following trainings and informational meetings:
- Peaceful Parenting Workshops
- "Breakfast & Books with Dad"
- Open House/Curriculum Night
- 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. These agendas are used daily by teachers as a convenient way to facilitate communication between home and school.
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 schoolwide to all stakeholders. Free parent workshops are provided to help promote continuity of the strategies between home and school.
The Guidance Counselor and Behavioral Health Professional provide counseling and skills groups to students who are identified as needing additional support 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 comprises 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.

We implement and provide SEL through the practice of Conscious Discipline strategies, structures, and routines to all staff and students. School-wide implementation of these research-based strategies improves students' self-awareness and self-regulation skills, which promotes students awareness of treating others with equity and respect, leading to a school community and results in a positive school culture and climate. Students are immersed in tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment, to school board 2.09 our school highlights multicultural diversity within the curriculum and the arts. Implementation is monitored during Data chats and classroom Learning Walks. Our students participate in activities and studies including, but not limited to, the study music of different eras and countries. Our media is filled with books related to the variety of cultures.

Our students focus on content and curriculum related to:

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data.

Our early intervention Voluntary Prekindergarten (VPK) Program is aimed at increasing student readiness to enter kindergarten. We also offer a variety of Prekindergarten programs for ages 3 to 5 determined eligible for exceptional student education. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the

Florida Early Learning performance standards.

Participating children are expected to transition to kindergarten ready to learn and be successful.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our students' success and positivity is a group effort. Our "group" has the following members:

-Our Principal and Assistant Principal promote collaboration among staff member and create a positive environment in which teachers can share best practices that are responsive to student needs.

-Our Guidance Counselor teaches lessons that are unique to social and emotional well-being.

-Our Mental Health Specialist works in conjunction with our Guidance Counselor to provide individual support to children demonstrating additional social and emotional intervention.

-Our teachers incorporate our CD strategies into their classrooms to develop positive, safe, supportive learning culture. We provide a foundation for behaviors and academics, focused support for improving specific skills and areas of concerns students may have, and intensive intervention when necessary.

-All staff members are an integral part of our Social and Emotional Learning community, in addition to their participation in PTO, SAC, and other evening workshops/activities.

-Our parents, guardians, families, and community members are an indispensable part of our PTO, SAC, and our Peaceful Parenting and other evening workshops/activities.

-The largest group of stakeholders are our students who rely on the adults in their lives to provide them with the best learning environments.