

The School District of Palm Beach County

Dwight D. Eisenhower K 8 School



2023-24

Schoolwide Improvement Plan (SIP)

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Dwight D. Eisenhower K 8

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<https://ddee.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Dwight D. Eisenhower K-8, 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 K-8, 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Battles, Debbie	Principal	<p>The principal provides leadership which motivates instructional and support personnel to strive for superior performance 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 for 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.</p>
Grosvenor, Maureen	Assistant Principal	<p>The Assistant Principal 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 maintain 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.</p>
Fitzpatrick, Lisa	Instructional Coach	<p>Provide instructional support to teachers and staff by facilitating PLCs, conducting professional development, and modeling effective strategies for teachers to implement high yield strategies that support the school improvement goals.</p> <p>Assists administration in developing and maintaining effective educational programs which maintain the school culture as a results-oriented collaborative learning community. Supports school administration in overseeing, writing, training, and implementation of the SIP process, and supports the principal in the collaborative development, implementation, and ongoing refinement of the SIP.</p>
Marchica, Christian	Dean	<p>Provide instructional and social emotional support for the teachers, conduct professional development, and modeling of effective strategies for teachers to implement high-yield strategies that support the school improvement goals.</p> <p>Assists administration in developing and maintaining effective educational programs which maintain the school culture as a results-oriented collaborative learning community. Supports school administration in overseeing, writing, training, and implementation of the SIP process, and supports the principal in the collaborative development, implementation, and ongoing refinement of the SIP.</p>
Salvatore-Fuller, Teresa	Instructional Coach	<p>Provide instructional support to teachers and staff by facilitating PLCs, conducting professional development, and modeling effective strategies for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>teachers to implement high yield strategies that support the school improvement goals.</p> <p>Assists administration in developing and maintaining effective educational programs which maintain the school culture as a results-oriented collaborative learning community. Supports school administration in overseeing, writing, training, and implementation of the SIP process, and supports the principal in the collaborative development, implementation, and ongoing refinement of the SIP.</p>
Paulena, Darla		<p>Provide instructional support to teachers and staff by facilitating PLCs, conducting professional development, and modeling effective strategies for teachers to implement high yield strategies that support the school improvement goals.</p> <p>Assists administration in developing and maintaining effective educational programs which maintain the school culture as a results-oriented collaborative learning community. Supports school administration in overseeing, writing, training, and implementation of the SIP process, and supports the principal in the collaborative development, implementation, and ongoing refinement of the SIP.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

Gaining the input of all stakeholders is important in the development of the School Improvement Plan (SIP) to ensure that we are focusing on student needs and providing the best support possible.

* The school leadership team meets regularly to discuss the SIP. The team reviews current SIP goals and discusses what is working and if additional items should be added. The team reviews and analyzes multiple school data points to determine if the school is making adequate progress towards the SIP goals. If the team determines that additional measures will be added the team makes notes to discuss adding these items to the SIP document with all stakeholders.

*Teachers meet to discuss student data bi-weekly in PLC to determine if students are making adequate progress towards the SIP goals. Administration checks with teams to determine if additional supports are needed frequently.

*The School Advisory Council meets monthly which includes staff members, teachers, parents and families, and business partners to hear updates about how the school is making progress towards the goals outlined and identified in the SIP. Members determine if additional support is needed for various areas and the SIP document is updated as needed.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement (SIP) is a living document that captures the continuous improvmenet work that we do on campus. The SIP is updated thoroughout the year to ensure proper documentation is accurate to reflect what is happening on campus. As a school we work collaboratively to review and analyze data. We make decisions based on the data to ensure that all students receive the necessary support and accommodations during instruction to maximize student achievement. Our team works towards the following student achievement goals:

- * Strategic visioning and planning
- * Problem identification and root cause analysis
- * Developing action steps towards improvement
- * Creating and maintaining a culture of collaboration towards shared decision-making
- * Supporting professional learning and improvement

Monitoring will take place periodically throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics (FSQs, USAs, NGSQs), FAST Progress Monitoring Assessments, adaptive technology tools, and teacher made assessments.

Grade level teams and or content area teams meet bi-weekly in Professional Learning Communities (PLCs) to discuss and analyze data, modify instruction, and create standards based lessons. Student work and best practices are shared and analyzed during PLCs, Leadership Team Meetings, and Faculty Meetings.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: B
	2019-20: A
	2018-19: A
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	14	5	16	12	11	11	0	0	69
One or more suspensions	0	2	2	2	1	0	5	0	0	12
Course failure in English Language Arts (ELA)	0	7	15	26	19	5	11	0	0	83
Course failure in Math	0	5	8	19	19	4	6	0	0	61
Level 1 on statewide ELA assessment	0	0	0	4	14	11	5	0	0	34
Level 1 on statewide Math assessment	0	0	0	4	14	17	8	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	3	7	3	6	0	0	0	22

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	8	19	19	14	12	0	0	78

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	14	14	12	9	16	0	0	0	65
One or more suspensions	0	1	1	0	1	2	0	0	0	5
Course failure in ELA	0	4	15	15	14	6	0	0	0	54
Course failure in Math	0	3	6	13	6	8	0	0	0	36
Level 1 on statewide ELA assessment	0	0	0	3	8	7	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	0	1	11	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	10	19	17	25	0	0	0	78

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	9	11	13	12	0	0	0	49

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	14	14	12	9	16	0	0	0	65
One or more suspensions	0	1	1	0	1	2	0	0	0	5
Course failure in ELA	0	4	15	15	14	6	0	0	0	54
Course failure in Math	0	3	6	13	6	8	0	0	0	36
Level 1 on statewide ELA assessment	0	0	0	3	8	7	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	0	1	11	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	10	19	17	25	0	0	0	78

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	9	11	13	12	0	0	0	49

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	53	53	61	59	56	55		
ELA Learning Gains				64			63		
ELA Lowest 25th Percentile				50			36		
Math Achievement*	52	57	59	61	53	50	52		
Math Learning Gains				69			72		
Math Lowest 25th Percentile				54			62		
Science Achievement*	51	54	54	42	59	59	43		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	61	56	59	75			39		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	265
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	1	1
ELL	42			
AMI				
ASN				
BLK	30	Yes	1	1
HSP	56			
MUL	60			
PAC				
WHT	61			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	47			
AMI				
ASN				
BLK	54			
HSP	54			
MUL	62			
PAC				
WHT	64			
FRL	56			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			52			51					61
SWD	22			22			14				4	
ELL	33			33							3	61
AMI												
ASN												
BLK	34			41			31				4	
HSP	46			51			62				5	67
MUL	55			64							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	73			55			50				4	
FRL	46			44			45				5	56

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	61	64	50	61	69	54	42					75
SWD	24	50	50	36	63	46	13					55
ELL	37	50	38	43	64	36	30					75
AMI												
ASN												
BLK	56	67		55	74		20					
HSP	51	61	43	60	73	42	33					72
MUL	62			62								
PAC												
WHT	67	66		62	58		67					
FRL	57	60	43	57	69	57	32					76

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	55	63	36	52	72	62	43					39
SWD	30	53	36	35	65		26					36
ELL	21			32								39
AMI												
ASN												
BLK	45	73		35	60		33					
HSP	37	44		41	76		41					40
MUL												
PAC												
WHT	70	65		63	76		58					
FRL	50	67	42	46	68	60	35					35

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	56%	9%	54%	11%
04	2023 - Spring	58%	58%	0%	58%	0%
03	2023 - Spring	47%	48%	-1%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
03	2023 - Spring	50%	57%	-7%	59%	-9%
04	2023 - Spring	41%	52%	-11%	61%	-20%
05	2023 - Spring	66%	56%	10%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	51%	0%	51%	0%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

-----	FY19	-----	FY22	-----	FY23 PM3
ELA					
3rd	-----52%	-----	-----57%	-----	-----47%
4th	-----56%	-----	-----67%	-----	-----58%

5th	64%	55%	65%
SWDs	35%	24%	24%
ELLs	36%	37%	29%
FRL	58%	54%	59%

	FY19	FY22	FY23 PM3
MATH			
3rd	51%	63%	53%
4th	61%	48%	49%
5th	88%	67%	67%
SWDs	45%	36%	24%
ELLs	50%	43%	25%
FRL		50%	53%

	FY19	FY22	FY23 PM3
SCIENCE			
5TH	57%	63%	53%
SWDs	46%	13%	14%
ELLs	30%	30%	0%
FRL		0%	50%

Our lowest performing component is third grade math and ELA both with a decline of 10 points. Our 4th grade ELA also showed a decline of 9 points. The contributing factors to this decrease are new teachers to the grade level. Teachers were navigating and building their capacity around the new standards and new curriculum in ELA and math. Teacher capacity in delivering best practices for standards based curriculum for whole group and small group instruction is limited. Scheduling conflicts with regard to providing support and instruction to ESE and ELL students. High student absenteeism and tardiness are also contributing factors. Lack of human resources to meet all the needs of students based on the decision tree.

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

The areas that showed the greatest decline were grade 3 ELA which showed a 10 point decline, grade 3 Math which showed a 10 point decline, grade 4 ELA which showed a 9 point decline, and grade 4 math which showed a 4 point decline.

The contributing factors to this decrease are new teachers to the grade level. Teachers were navigating and building their capacity around the new standards and new curriculum in ELA and math. Teacher capacity in delivering best practices for standards based curriculum for whole group and small group instruction is limited. Scheduling conflicts with regard to providing support and instruction to ESE and ELL students. High student absenteeism and tardiness are also contributing factors. Lack of human resources to meet all the needs of students based on the decision tree.

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.

When looking at the FAST Progress Monitoring data for window 3 we see the following data

	School	State
3rd ELA Achievement	47%	50%
4th ELA Achievement	58%	57%
5th ELA Achievement	65%	55%
3rd Math Achievement	53%	59%

4th Math Achievement	-----49%	-----61%
5th Math Achievement	-----67%	-----55%
Science Achievement	-----50%	-----51%

The data shows that DDE has outperformed the state in 4th & 5th Grade ELA and 5th Grade Math which indicates that we are moving in the right direction in these content areas.

The areas where we did not outperform the state are 3rd Grade ELA & Math and 4th Grade Math. The difference between the school and the state is for 3rd Grade ELA is 3%. While the difference between 3rd Grade Math is 6% and 4th Grade Math has a difference of 12%.

Contributing factors include ensuring that students are getting to the grade level standards by the end of the year. Other factors include students entering each grade level below the standard and teachers lack capacity to condense and accelerate the delivery of content to close the achievement gap.

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

Some of the areas that showed the most improvement include Grade 5 ELA increasing by 10% from 55% in FY22 to 65% in FY 23. Science proficiency is another area that increased 11% from 39% in FY22 to 50% in FY23.

New actions that the school took to improve these areas are an additional allocation of time for students to spend time in the Science lab where students built background, vocabulary, and students performed experiments.

The ELA gains can be attributed to an experienced teacher who implemented differentiated instruction and high quality instruction daily. Students were exposed to high quality text and scaffolds to support student understanding of high quality text.

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

Ensuring student success is always the goal at Dwight D. Eisenhower K-8 school. Early warning indicators provide an early look into areas where students need additional support. When looking at our Early Warning System indicators two areas of concern are decreasing student absences and decreasing the amount of students with course failure in ELA.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. 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.

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

Dwight D. Eisenhower K-8 school understands the importance of continuous school improvement. It is our goal to develop a collaborative culture of learning and improvement by engaging multiple stakeholders in the continuous improvement process to generate a sense of ownership and empowerment with a focus on the following areas:

Increasing ELA proficiency for third grade by strategically targeting students for enrichment, remediation, and interventions.

Implementing standards-based instruction by providing professional development opportunities and collaboration through PLC to ensure instruction aligns to the full intent of the state standards.
Providing targeted differentiated instruction during small group instruction that target ESSA identified subgroups.
Continuing to build background knowledge, content vocabulary, and strengthen reading strategies through science content that aligns with the schools choice programming.
Improve the quality of data analysis, collaboration and planning during Professional Learning Communities (PLCs).

Area of Focus

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

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

If we deliver effective and relevant instruction to meet the needs of all students then we will increase grade level reading and math proficiency (alignment with Academic Excellence and Growth from the Districts Strategic Plan).

The current school data shows that K-2 ELA proficiency is 74% and math proficiency is 65%. 3rd - 5th Grade ELA proficiency is 57% and math proficiency is 56%.

Measurable Outcome:

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

If we provide effective and relevant instruction then our reading and math data will increase by 5% and our student proficiency rates will be as followed:

K-2 ELA would be 79%

K-2 Math would be 70%

3-5 ELA would be 62%

3-5 Math 61%.

Monitoring:

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

Monitoring in all areas will occur throughout the school year during bi-weekly Professional Learning Communities (PLCs). During PLCs teachers will review iReady diagnostic, FSQs, USAs and student data to determine student progress. Data chats will be held with teachers and students to share current progress and determine the best next steps for reteaching and enriching students through whole group and small group instruction. Teachers will share best practices for instruction and work to integrate reading strategies into math, science, and social studies instructional blocks.

Other forms of monitoring we may use are the following:

Review of lesson plans, classroom walks, student work samples, student attendance, student data chats, formal observations, formative/summative assessments and teacher use of adaptive technology.

Monitoring will be supported by key members of the leadership team: Principal, Assistant Principal, Dean and Instructional Coaches.

Person responsible for monitoring outcome:

Debbie Battles (debbie.battles@palmbeachschools.org)

Evidence-based Intervention:

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

1. Students will be remediated and enriched through differentiated small group instruction based on the needs of students and their progress with the standards.
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 the use of evidence-based strategies and programs such as Leveled Literacy Intervention (LLI), Guided Reading, iReady tools for instruction, strategies for text processing and comprehension, and a multisensory approach of teaching phonics.
3. Students will be remediated and enriched through digital and blended learning activities using adaptive technology tools (iReady, Savvas, DreamBox, Reading Plus Insight, StudySync, Generation Genius,

Penda).

4. Students will be remediated and enriched through in-school tutorial and for targeted students after-school tutorial.

5. Students will receive 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 Intervention:

Explain the rationale for selecting this specific strategy.

Student success is multifaceted and addressed first and foremost through attending to Skills for Life and Learning (SLL) needs and integrating those skills throughout the day in conjunction with core instruction, intervention, remediation, and content knowledge building.

As data is analyzed the school will be able to identify target students to support through small group instruction, in-school tutorial, after-school tutorial, and intervention groups. These groups allow teachers to remediate student weaknesses and enrich students who are performing well.

Adaptive technology allows students to practice uniquely designed lessons to meet the needs of classrooms with diverse populations of student needs and abilities.

Additional science lessons allows students to build background knowledge and increase vocabulary while supporting literacy development.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Instructional coaches will embed professional development during PLCs to build teacher capacity of the standards.

Person Responsible: Debbie Battles (debbie.battles@palmbeachschools.org)

By When: ongoing throughout the year

Instructional coaches will support teachers in analyzing student data and developing a plan for whole group and small group instruction to strategically target student needs.

Person Responsible: Debbie Battles (debbie.battles@palmbeachschools.org)

By When: ongoing throughout the year

Teachers will participate in District provided professional development based on staff needs around improving teaching strategies to include but not limited to effective Implementation of Benchmark through reading cadres, effective implementation of math curriculum through math cadres, and PD on writing and science.

Person Responsible: Debbie Battles (debbie.battles@palmbeachschools.org)

By When: ongoing throughout the year

Teachers will work with instructional coaches to create next steps when analyzing State Progress Monitoring and iReady Diagnostic Assessments.

Person Responsible: Debbie Battles (debbie.battles@palmbeachschools.org)

By When: September for assessment window 1 and January for assessment window 2.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

If we implement a School-wide Positive Behavior Support (SWPBS) System using Conscious Discipline strategies, structures, and routines to all staff and students then we will improve students' self-awareness, self-regulation, connection, and problem solving skills which will reduce severe discipline incidents school-wide and increase student attendance.

Measurable Outcome:

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

If we implement a SWPBS system using Conscious Discipline then we will:

decrease the number of discipline referrals by 5% from 155 total Office Discipline Referrals (ODR) to 147 (ODR).

Increase student attendance rates by 5% from a daily average of 89% to a daily average of 94%.

Monitoring:

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

Monitoring for this goal will occur throughout the year in the following ways:

Classroom walk throughs & observations.

Problem-Solving data chats among the SWPBS team.

Monitoring will be supported by key members of the leadership team: Principal, Assistant Principal, and Instructional Coaches.

Person responsible for monitoring outcome:

Debbie Battles (debbie.battles@palmbeachschools.org)

Evidence-based Intervention:

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

1. The SWPBS team will meet in PLCs to discuss conscious discipline strategies, school-wide implementation and give feedback to teachers and teams.
2. The SWPBS team will provide teacher coaching around using Conscious Discipline to support effective implementation.
3. Environmental structure walkthroughs to ensure structure and routines are in place to support successful implementation.
4. Provide targeted students with additional Conscious Discipline lessons and strategies so that they will improve their self-awareness, self-regulation, connection, and problem solving skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SWPBS PLCs provide a structure for teachers working together to support the effective implementation of conscious discipline. It is also a time to analyze data as they discuss, reflect, and improve their practice around using conscious discipline.

Coaching provides opportunities to observe others and practice strategies learned while receiving feedback to improve the implementation and use of strategies.

Environmental Structure Walkthroughs allow teachers and administration to visit classrooms, share

implementation strategies and structures, and discuss ideas for continuous improvement of effective implementation.

Targeted small group lessons for students will allow students to develop their self-awareness, self-regulation, connection, and problem-solving skills in a smaller group to support skill development.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

SWPBS team will support teachers in analyzing student data and developing a coaching plan for effective implementation of Conscious Discipline routines and structures in the classroom.

Person Responsible: Debbie Battles (debbie.battles@palmbeachschools.org)

By When: ongoing throughout the year

The SWPBS team will meet in PLCs to discuss conscious discipline strategies, school-wide implementation and give feedback to teachers and teams.

Person Responsible: Debbie Battles (debbie.battles@palmbeachschools.org)

By When: ongoing throughout the year

Use the environmental structure walkthroughs document to ensure structure and routines are in place to support successful implementation.

Person Responsible: Debbie Battles (debbie.battles@palmbeachschools.org)

By When: ongoing throughout the year

Provide targeted students with additional Conscious Discipline lessons and strategies so that they will improve their self-awareness, self-regulation, connection, and problem solving skills.

Person Responsible: Christian Marchica (christian.marchica@palmbeachschools.org)

By When: ongoing throughout the year

In alignment with the District's Strategic Plan and with the goal to increase academic instruction for all students are immersed in rigorous tasks encompassing the full intent of the Florida Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment with S.B Policy 2.09 with a focus on

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Debbie Battles (debbie.battles@palmbeachschools.org)

By When: ongoing throughout the year

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

If we focus on differentiated instruction to increase overall K-2 school wide ELA, then we will increase student proficiency by grade 3 and ensure alignment to the District's Strategic Plan, Theme 1-Academic Excellence and Growth. Our instructional priority will be to monitor student understanding and provide corrective feedback aligned to benchmark and intended learning targets and remediate areas of concern during small group instruction.

According to our data FY23 data students in grade 3 were 47% proficient. Current iReady data shows that overall ELA proficiency is still an area of focus:

Kindergarten Proficiency - 36%
 1st Grade Proficiency - 13%
 2nd Grade Proficiency - 29%

The goal is always to be strategic and use ELA best practices throughout all content areas with a focus on ELA to increase student achievement.

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

If we focus on differentiated instruction to increase overall 3-5 school wide ELA, then we will increase student proficiency in all grades specifically focusing on grade 3 and ensure alignment to the District's Strategic Plan, Theme 1-Academic Excellence and Growth. Our instructional priority will be to monitor student understanding and provide corrective feedback aligned to benchmark and intended learning targets and remediate areas of concern during small group instruction.

According to our data FY23 data students in grade 3 were 47% proficient. Students in grade 4 were 58% proficient, and students in grade 5 were 57% proficient. Current iReady data shows that overall ELA proficiency is still an area of focus:

3rd Grade Proficiency - 42%
 4th Grade Proficiency - 32%
 5th Grade Proficiency - 43%.

The goal is always to be strategic and use ELA best practices throughout all content areas with a focus on ELA to increase student achievement.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

Student outcomes will be measured according to the FAST Progress Monitoring Assessments. The Measurable outcomes for FY 2024 are:

	-----February 2024 Goal -----	May 2024 Goals
Kindergarten	-----43%	-----50%
First Grade	-----31%	-----50%
Second Grade	-----39%	-----50%

Grades 3-5 Measurable Outcomes

Student outcomes will be measured according to the FAST Progress Monitoring Assessments. The Measurable outcomes for FY 2024 are:

	-----February 2024 Goal -----	May 2024 Goals
Third Grade	-----47%	-----52%
Fourth Grade	-----41%	-----50%
Fifth Grade	-----48%	-----53%

Monitoring

Monitoring

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

Monitoring is a very important step towards student achievement and school achievement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for students.

Monitoring in all areas will occur throughout the school year through Professional Learning Communities (PLCs). During PLCs teachers will review iReady Diagnostics, FSQs, and USAs to determine student progress towards meeting growth goals. Data chats will be held with teachers and students to share current progress and determine the best next steps for differentiated instruction. Differentiated instruction will also be monitored through walk throughs to determine if students are making progress on a particular standard.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Battles, Debbie, debbie.battles@palmbeachschools.org

Evidence-based Practices/Programs

Description:

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

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

Dwight D. Eisenhower Elementary will use the following evidenced based practices to improve student outcomes:

Differentiated Instruction - Classroom teachers and resource teachers will provide strategic differentiated instruction support during small group instruction for all learners.

Professional Development - Teachers will attend ongoing professional development to strengthen core instruction. Teachers will engage in in depth data analysis to be strategic in planning for small group instruction.

Professional Learning Communities (PLCs) - Will ensure that teacher collaborate and develop focused lessons that demonstrate best practices throughout whole group and differentiated small group instruction.

Rationale:

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

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

Small group differentiated instruction is planned for and groups taught based on student needs. iReady data, Benchmark Assessments, and State Progress Monitoring Assessments allow teachers to focus on areas of weakness for targeted remediation.

Teachers will receive ongoing PD to help them plan, organize, and implement consistent and differentiated learning for all students. They will target standards-based instruction, data analysis and differentiated instruction during small group.

PLCs allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress. It also supports teachers collaboration with best teaching strategies.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>The leadership team will focus on ELA development. The team will monitor the implementation and ensure compliance with the schools reading plan. The team will conduct walkthroughs weekly to monitor and support reading instruction and intervention based on a system of look fors that the team develops when they meet.</p>	<p>Battles, Debbie, debbie.battles@palmbeachschools.org</p>
<p>Assessment is used to determine the appropriate student weaknesses. In addition, a multi-tiered system of support (MTSS) framework is used to ensure students are provided with specific instruction, resources, time and intensity needed for success.</p>	<p>Paulena, Darla, darla.paulena@palmbeachschools.org</p>
<p>Professional Learning Communities allow teachers to collaborate and determine best practices for instructional delivery. A PLC schedule will allow teachers to meet biweekly. During PLCs teachers engage in data analysis to focus instruction on student needs so that proper scaffolds are in place to remediate and enrich students as they work to meet the rigorous demands of the standard.</p>	<p>Paulena, Darla, darla.paulena@palmbeachschools.org</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

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

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

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

N/A