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

ELA

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

1. List prioritized needs statements.

Based on the FY24 Assessments: 35% of our Kindergarteners are proficient on iReady Diagnostic #2 (Winter) • 60% of our Kindergartners are proficient on PM2 FAST (Winter) • 30% 1st grade proficient on PM2 FAST (winter) • 25% 1st grade proficient iReady 2 (Winter) • 52% of our 2nd grade is proficient on PM2; 25% proficient on iReady 2 • 42.6% students in grades 3-5 are proficient on PM2 FAST • 13/32 3rd -5th graders are the lowest 25% 6th Grade: 29% of students scored a Level 1 or 2 on the PM2 ELA Assessment.

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

Teachers need help with closing the gap of foundational skills through data analysis and ways to increasing student engagement and stamina. Parents lack the skills to support learning at home Teachers need support with implementing reading standards • Kindergartner students lack foundational skills in the literacy domains tested on iReady • Students demonstrate difficulty demonstrating stamina on tasks • Curriculum lacks engaging texts • not coming into 1st grade at grade level • 2nd graders lack foundational skills to come into 2nd grade as close as possible • Students lack stamina and practice – lack of volume and stamina • Very low reading levels (missing foundational skills- phonics and vocabulary) Students need to increase proficiency on foundational skills

3. Share possible solutions that address the root causes.

Provide assistive technology/online resources to support student learning and access to technology. Provide professional development to increase teacher capacity to close foundational skills gaps and data analysis. Provide extended learning opportunities through tutorial. Provide professional development for teachers in developing differentiated standards-based instruction Provide time for collaborative planning. Provide reading materials to support independent level texts Provide parent training on strategies to support learning at home.

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

• Communication

Utilize more social media platforms to increase parent attendance/engagement /support

- Parent Training

• How to access digital platforms at home and help child with them at home • How to read to and talk with child at home • Ways to help your child with foundational skills • Understanding the standards/curriculum/demands vs when they were in school • Host parent trainings to teach about new curriculum standards • How to access digital tools used in school – portal, Google Classroom • Projects and materials they can do at home • How to have conversations to develop vocabulary and language processing

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

- School

revise the language; possibly bullet key words; too wordy

- Students

Read at home nightly Review goals and share with families and share how they can help at home

- Parents

commit to attend school events – ways to help my child academically model and support reading at home

- Staff Training

• How resources look to parents and show how to use them from a parents' perspective • How to help parents know how to support child with their student-created goals • Connecting with dis-engaged families • Determine what "every student in [___] grade needs to know before [_ grade] • How to have 2way communication

- Accessibility

Increase engagement by offering food when events are at night [enable families to be fed when near dinner time; food scarcity] Offer variety of conference times (day and night) School incentivize event attendance Offer more Google Meet options

Math

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

1. List prioritized needs statements.

• Kindergarten 23% proficient on iReady 2 (Winter); 76% proficient on PM2 • 1st grade 28% proficient on PM2 FAST; 14 % proficient on iReady (Winter) • 2nd grade 54% proficient on PM2; 6% proficient on iReady 2 In 3rd-5th: • Students are lacking basic facts, procedural fluency, steps in a process for solving math problems • Students struggle to retain information • District pacing schedule moves quicker than students can show mastery 6th Grade: 31% of students scored a Level 1 or 2 on the PM2 Math

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

Teachers need help with closing foundational skills gaps and through data analysis to increasing student engagement. • Kinder lacks stamina on the computer • Stamina and engagement • Students need automaticity/fluency with foundational skills Parents lack the skills to support learning at home Teachers need support with differentiating the math curriculum to support all students.

3. Share possible solutions that address the root causes.

Provide assistive technology/online resources to support student learning and access to technology. Provide professional development to increase teacher capacity to close foundational skills gaps and data analysis. Provide extended learning opportunities through tutorial. Provide professional development for teachers in developing differentiated standards-based instruction. Provide time for collaborative planning. Provide parent training on strategies to support learning at home.

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

• Communication

Utilize more social media platforms to increase parent attendance/engagement /support

- **Parent Training**

• How to access iReady from home and ways parents can support • How to help students use tools they will encounter in school (trackpad on a computer) • How to use everyday items to develop math fluency/foundational skills • Move parent and family math night earlier in the year • Teach how to support skills students must know before going into __ grade • Help understanding “new math” and homework – how to do it • How to access data out of SIS and what to do with it • Quick and easy ways to communicate with teachers • Make and Take materials • Cook: Follow a recipe as a way to develop math and reading skills

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

- **School**

• Provide a variety of ways to communicate and offer events • Have a grade- specific compact • Simplify the language

- **Students**

Review goals and share with families and share how they can help at home

- **Parents**

• Commit to attend events to support connection and academics and respond to teachers to ask and answer questions

- **Staff Training**

• How to demonstrate tools and resources for adults (with non-educator language) • Quick and easy ways to communicate with teachers • How to get disengaged parents re-engaged

- **Accessibility**

Increase engagement by offering food when events are at night [enable families to be fed when near dinner time; food scarcity] Offer variety of conference times (day and night) School incentivize event attendance Offer more Google Meet options

Science

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

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

Budget Total: \$29,159.00

Acct Description	Description					
Resource Teacher	This 0.3 Resource Teacher will provide small-group intervention and small-group differentiation. She will also support teachers with data analysis and instructional planning for differentiation and intervention in reading and writing.					
Online subscription	Item	Quantity	Rate	Type	Total	
	iReady Teacher Toolbox & iReady Magnetic Reading will provide standards-based resources for Reading Teachers to introduce new concepts, reteach standards, and help students learn prerequisite skills from earlier grades that are aligned to the same structure and format as the Statewide FAST assessment, and connect from the iReady diagnostic data to instruction.	1	\$3,017.50	Original	\$3,017.50	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	General supplies - copy paper, pencils, markers, student white boards, colored copy paper, cardstock, binders, dry erase pockets, chart paper	1	\$204.00	General Supplies	Original	\$204.00
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$814.50	General Supplies	Original	\$814.50

Action Step: Professional Development

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

Budget Total: \$103,922.95

Acct Description	Description									
Supplies	Item		Quantity	Rate		Supply Type		Type	Total	
	Chart Paper-Post It Brand, Sets of 6		2	\$226.00		General Supplies		Original	\$452.00	
	Blue Ballpoint Pens		1	\$3.46		General Supplies		Original	\$3.46	
	Mr. Sketch Poster Markers		3	\$5.83		General Supplies		Original	\$17.49	
Teacher Collaboration	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Instructional Leadership Team will meet prior to the begining of the school year to conduct data analysis and engage in academic planning for the beginning of the year.		5	\$25.00	2	8	1	Certified	Original	\$2,000.00
Travel out-of-state	Item					Quantity	Rate		Type	Total
	Ron Clark Academy, Atlanta, GA, Sept. 24.To attend the RCA HouseCon Conference to participate in workshops focused on strategies and best practices for implementing the House System, creating a sense of belonging for students and families, igniting a passion for learning, and cultivating a positive climate and culture where all students and staff thrive. I will bring this information back and share it with my colleagues.					2	\$1,075.00		Original	\$2,150.00
Single School Culture Coordinator	The Single School Culture Coordinator will provide support for academic improvement, support the multi-tier system of support (MTSS), provide support for professional learning communities (PLCs), help school-based									

Acct Description	Description
	team with student progress monitoring, provide modeling and support small group instruction in all grades K in the areas of ELA and Math.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$3,754.05

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers to Provide Support to Parents at Parent Engagement Trainings (PFEP) and meetings.	2	\$25.00	1	16	1	Certified	Original	\$800.00
Supplies									
	Item	Quantity		Rate		Supply Type		Type	Total
	Middle School Student Agenda books for parent communication.	125		\$3.04		General Supplies		Original	\$380.00
	Ink/Toner (yellow, \$105; black, \$98; Magenta, \$105; Cyan, \$105.	1		\$413.75		Technology		Original	\$413.75
	K-5 Student Agenda Books for Parent Communication	450		\$2.34		General Supplies		Original	\$1,053.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy and Cardstock Paper (Copy and Cardstock Paper: Copy, \$10 @44.61. Cardstock, 20 @ \$19.21)	1	\$830.30	General Supplies	Original	\$830.30

Mission Statement

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

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

1. Mission Statement

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

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is

reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Debbie Battles	Principal
Maureen Grosvenor	Assistant Principal, Title I Coordinator
Teresa Salvatore-Fuller	Resource Teacher
Christian Marchica	TOSA, SAC Co-Chair
Lisa Fitzpatrick	K-2 Literacy Coach
Darla Paulena	SSCC
Alicia DeCavalcanti	After School Program Director
Jason Fisher	SAC co-chair
Lalita Lewis	Parent
Madlen Klibi	Parent
Ashley Emmert	Parent
Bette Rushfeldt	Community Member
Josephine Holder	Community Member
Lemun Fields	Parent
Abhina Johnson	Parent
Nene Fields	Parent
Karina Vigoa	Parent

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

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

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

The School Wide plan was drafted and reviewed during the Spring, 2024. During February Professional Learning Communities (PLC's), teachers reviewed, discussed, and gave feedback to the current year's CNA, SWP, and PFEP . The CNA process was brought to, reviewed, and revised at the SAC meeting on February 6, 2024 at 6:00pm. Compliance evidence was sent to Title I.

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

During the Title I Schoolwide Plan Stakeholder Meeting on February 6, 2024, stakeholders who attended the SAC meeting were given an overview of the CNA, PFEP, and SWP. Those in attendance gave input and feedback for revision based on suggestions provided from the teachers. Stakeholder's recommendations on parent engagement, the CNA, the School-Family Compact and training were recorded in CNA template and submitted for drafting the FY2025 SWP. Stakeholders provided suggestions as to help increase student motivation and engagement as well as ideas for increasing parent engagement at school events.

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

Annual Parent Meeting

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

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

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

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

The Title I Annual Meeting will be held on Tuesday, September 3, 2024 at 6pm, Media Center. It will be held just before the School Advisory Council Meeting.

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

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

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

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

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Communicating and Conferring with Parents Effectively

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

Teachers will learn positive communication strategies and positive two-way communication with parents to help support a positive parent-school connection and ultimately help increase student achievement. They will also share solutions to barriers that inhibit effective two-way communication. Teachers will provide a reflection of what they have learned/strategies they will apply in their communication with families.

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

Increased positive connections and school-wide and family culture; increase of student engagement and achievement

- What will teachers submit as evidence of implementation?

Communication with families (conference notes/log); reflection of learning from the training; sample evidence of what was applied from the training (reflection and/or sample communication)

- Month of Training

September 27th

- Responsible Person(s)

Administration - Battles, Grosvenor

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Helping Parents Understand Multiple Sources of Data

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

Teachers will learn ways to take the multiple data reports (e.g. FAST, iReady, ORR, classroom) and help make the information accessible to parents by simplifying and streamlining the information. They will help them understand the reports that get sent home and the information it provides. They will use the parent-facing reports from the testing platforms (eg iReady, FAST/STAR). They will have language stems that help guide them through the conversation, such as this report/graph shows..., achievement levels mean... grade proficiency means..., etc.

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

Parents will understand the data reports so they can determine how their child is doing in class and on standardized assessments.

- What will teachers submit as evidence of implementation?

Communication with families (conference notes/log); reflection of what was applied from the training. Teachers will use parent facing data reports provided through the testing platform and guide parents through reading and understanding them as they relate to student performance compared to grade level expectations. Sample parent-facing letters from the platform and teacher conference notes will include the discussion points from looking at the reports together.

- Month of Training

October

- Responsible Person(s)

Administration - Battles, Grosvenor

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Fun With STEM Night

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

While participating in experiments and science content activities, parents will learn in how to verbally engage with their child about learning and exploring new ideas. They will receive conversational prompts to use during the event and can also take home to use as the language stems will be generative enough to use while learning at home or in the community with their child.

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

The Cox Science Center provides a night of science, technology, engineering and math for your students and parents. There will be 20 interactive activities, experiments, and demos that include: 1. Frog Anatomy Explore the internal and external anatomy of frogs using life-size models of the animals. 2. Liquid Motion Examine the molecular polarity of oil and water with ooze tubes and liquid moon drippers, exploring why these two substances will not bond together. 3. Let's Go Code Build critical-thinking, problem-solving, and sequencing skills through learning early coding concepts in a non-digital way! 4. MERGE Cube™ Using the power of augmented reality, students will learn, play games, and create by holding holograms and interacting with digital objects. 5. Shape-tacular Create shapes using colorful rubber bands around pegs of the geoboard, to calculate the areas and perimeters of each of these shapes. 6. Geometiles Engage in math exploration using squares, pentagons, and 3 types of triangles to construct 3D models with endless possibilities! 7. Heart in Motion Students will listen to their own heartbeat as they examine the models of a human heart and learn how it works. 8. Constructasaurus Students will enhance their problem-solving skills, hand-eye coordination, and fine motor skills as they use screwdrivers and wrenches to engineer dinosaurs. 9. Magnatiles Use Magnatiles to construct different geometric shapes and explore your engineering skills. 10. 3D & Digital Imaging Learn the concepts of the 3-dimensional images and the importance of the resolution and pixel density in the creation of digital images. 11. Roaring Roller Coaster Engineer elaborate gravity-defying thrill rides while completing roller coaster challenges! 12. Inclined Planes Learn about simple machines and how they make life easier around us each and every day. 13. BASS EGG® Using the BASS EGG®, you will learn that everything is a speaker when it sends vibrations into the object it is singing on. 14. Geo Straws Gain a better understanding of shapes and sizing as you use Geo-Straws and their connectors to build towering, yet lightweight, structures. 15. AR Elements Experience the amazing abilities of Augmented Reality by using technology to bring the Periodic Table of Elements to life in a 3D interactive animation. 16. Math Puzzles Engage in mind-stimulating math puzzles to challenge visualization skills in the process of constructing a three-dimensional foam puzzle cube. 17. Arthropods If students are brave, they will get to hold a live arthropod in the palm of their hand and learn what an arthropod is. 18. Exciting Electrons Using a plasma ball, students will be able to use their body to conduct electromagnetic energy in order to cause a light bulb to glow. 19. Tiny Circuits Explore the shockingly fun world of circuits with the Tiny Circuit kit. Students will have the ability to create 20 different electrical circuits using lights, buttons, and speakers. 20. Energy Sticks Turn your body into a working circuit as you conduct electricity to power up the Energy Sticks.

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

Students will increase their engagement in learning, increase their understanding in math and science concepts to positively impact achievement in math and science.

- Date of Training

Oct 31

- Responsible Person(s)

Grosvenor, SSCC, Marchica

- Resources and Materials

Materials provided by Science Center (activities/experiments) Adults/Students to "run" activities Language stems for parents - "Engaging in Learning Through Conversation" Agenda, Sign In, Parent Feedback of Event

- Amount (e.g. \$10.00)

\$0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Breakfast and Books with Role Models

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

Role Models will learn ways to read aloud and alongside their child. They will learn ways to have conversations about books/texts that promote word solving, comprehension, a love for literacy.

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

Participants will receive language stems and questions to prompt conversations with their child about a text they will read. They will also have books available to select and read (and possibly take home). The language or question asking will be modeled and then gradually released to the adult participant to try it with their child.

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

The expected outcome is to increase oral language, fluency skills, positive child-parent interactions, increase of reading at home, and increase in motivation and comprehension.

- Date of Training

September, 2024

- Responsible Person(s)

Grosvenor, Media Specialist, SSCC

- Resources and Materials

Agenda Language Stems/Questions to ask while reading with child Books Breakfast items for adults Feedback questionnaire for adults

- Amount (e.g. \$10.00)

\$0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

All Pro Dads - monthly

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

All Pro Dad is the fatherhood program of Family First, a national nonprofit 501(c)(3) educational and charitable organization who we will partner with (SAC approved). They will provide a monthly gathering at school where dads and kids engage in meaningful conversations and activities centered around a character-based curriculum.

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

Parent and child will participate in Interactive conversations and games about character and relationship building. The leader follows a leader guide for each session provided by All Pro Dads. During each meeting, dads and father figures take a few minutes to tell their children why they are proud of them. They also have the opportunity to stand up and share with the group if they would like. This exercise builds a strong bond between the dads and the kids. Each topic comes with a PowerPoint that works hand-in-hand with your leader's guide. It allows participants to follow along with the meeting flow, making it easier for them to engage. The character video, games, and discussion questions are all embedded. Printable cards make it easier for dads to start a meaningful conversation related to the character topic with their kids. There are questions for dads to ask their kids and questions for kids to ask their dads. After the meeting, dads are provided a take-home resource that gives dads an easy way to continue the conversation and do fun activities related to the character topic discussed at the meeting. This piece can be printed and/or emailed to participants.

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

Increase positive male role models and positive parent-school relationships. Creating stronger parent engagement, fewer behavioral issues, increase ability to learn, and increase a positive perspective of school and motivation. This also aligns with our School-wide positive behavior approach (Conscious Discipline) where we work on safety, connection, and problem-solving as well as the Ron Clark Academy House System for the same skills and expected outcomes.

- Date of Training

monthly; evidence upload will be by March 21

- Responsible Person(s)

Marchica

- Resources and Materials

All Pro Dads provide fliers, invitations, handouts, discussion topics, and interactive games, feedback from adults, pictures of parents and student interaction

- Amount (e.g. \$10.00)

\$0.00

Coordination and Integration

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

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

- Name of Agency

Homeless (McKinney-Vento) Program

- Describe how agency/organization supports families.

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

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

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

- Frequency

Annually; bi-annually; as needed

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

- Name of Agency

Literacy Coalition

- Describe how agency/organization supports families.

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

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

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

- Frequency

Bi-annually

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

- Name of Agency

All Pro Dads

- Describe how agency/organization supports families.

All Pro Dad Chapter has partnered with DDE to provide an opportunity for dads to spend quality time with their children before school to strengthen their relationship. One day a month, other dads and their kids will meet together and walk through different topics that invoke meaningful conversations.

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

Photos of the interactions; handouts; reflections (students & dads)

- Frequency

Monthly

Communication

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

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

- **Description**

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

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

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

- **Description**

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

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

Powerpoint slides or handouts, sample conference notes, and Parentlink communication, sample testing reports

- **Description**

We will inform parents via standardized reports, state test informational night/meeting, Parentlink Messages

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

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

- **Description**

Parents will be invited through communication from the classroom teacher, ESE and/or SBT Coordinator, the school's website, and Parentlink messages.

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

Sample Invitations, School Website, and parentlink messages

- Description

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

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

Invitations; screenshots meeting dates/times; Parentlink messages

Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

Examples of documents and communication sent; attachments of translated documents

- Description

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

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

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

- Description

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

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

Sample invitations, sample communication, email to Migrant Office

- **Description**

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

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

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

Other Activities

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

1. Activity #1

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

The school has chosen to be exempt from this area.

- **Brief Description**

The school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

The school has chosen to be exempt from this area.

- Brief Description

The school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

The school has chosen to be exempt from this area.

- Brief Description

The school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

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

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

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

1. Well-Rounded Education

DDE provides a well-rounded education which includes instruction based on the standards and differentiated to meet students' needs. Content instruction is designed based on the State standards, the District's scope and sequence, and the District-adopted curriculum materials. The instructional focus is determined by formative, local and state assessment data that is analyzed by administration and teachers in relationship to the District's scope and sequence and student progression plan. Progress is monitored using classroom and local assessments. After students are taught multiple standards, teachers administer the appropriate tests and those results can be sorted by cluster and standard. This creates a clear picture with specific information on how their class and individual students did on each of the standards. Careful analysis of this data informs instruction. Dwight D. Eisenhower (DDE) is a Choice School for Environmental Sciences. Through a grant to support the program, teachers integrate project-based learning as a way to support student inquiry while working towards multiple Florida Standards at a time. Children have choices in their learning that are self-directed and hands-on, while the classroom and the teacher offer age-appropriate activities to guide the scientific process. STEAM/science lab is on the Enrichment (Fine Arts) wheel so all K-5 students participate in weekly hands-on scientific investigations. Every grade level has their own outside garden bed to learn through gardening. DDE sits on a natural gopher tortoise preserve and uses this as an opportunity for student learning about their habitat and this keystone species. Dwight D. Eisenhower also offers many after school clubs including student council, strings, recycling, chess, drum, chorus, garden, lego, and arts clubs. Grades K-6 are encouraged to provide additional experiences that increase the students' background. Field trips are carefully selected to meet the needs of students and will be made available as appropriate, and based on availability, where virtual may be an option versus in person. Each year 5th grade safety patrol students have an opportunity to take an extended trip to Washington, DC. In FY24, DDE expanded the Choice program to include sixth grade and will expand to include 7th grade in FY25. The middle school program is 100% Choice. This Choice program includes the required state standards, courses, and district-adopted curriculum, as well as offer coursework aligned to career and technical certification aligned to the Environmental Science program. Students attending the program will have choice in a variety of electives outside their required Core subjects and Choice program elective. These electives include Physical Education, Art, Foreign Language, American Sign Language, and STEM/Robotics.

Post-Secondary Opportunities and Workforce Readiness

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

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

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

1. Post-Secondary Opportunities and Workforce Readiness

All third grade, fourth and fifth grade students who have met or exceeded the end of year math standards at the beginning of the year are offered the opportunity to take AMP, or the accelerated math class. Every year, DDE organizes a career day for all 4th grade students. Students research a job that they are interested in and learn the skills that are required. On the day of the event, grades K-7 visit the booths of each student and learn about the career they have chosen and how they intend to learn more about the job. Fifth grade students can participate in the Teachers of Tomorrow club, and provide support to various grade level teachers and classrooms. As a continuation of previous staff development, and to support our K-5 Choice Program, teachers will implement at least 2 project based learning projects yearly in grades K-6. For FY25, DDE has expanded to include both sixth and seventh grade. The middle school program is 100% Choice to attend. This Choice program will include the required state standards, courses, and district-adopted curriculum, as well as require coursework aligned to career and technical certification aligned to the Environmental Science program. Students attending the program will have choice in a variety of electives outside their required Core subjects and Choice program elective.

Transition From Early Childhood to Elementary School

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

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

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

1. Transition to Elementary School

Dwight D. Eisenhower is a K-8 School that also provides instruction for Pre-K (ESE) and VPK students. We currently have 3 VPK classes and 10 PreK ESE classes. Our ESE PreK students are placed here after receiving an IEP through Child Find. Many of our ESE Pre-K students do not transition into our elementary school; however, it is our obligation to prepare them for the school that they will be transitioning to, which is usually their "home", School Advisory School (zoned). To ease the transition for incoming kindergarten students, we stagger the start date of the students. With the staggered start, each group of students is given the opportunity for a more intimate, less overwhelming start to school. The kindergarten students are started in small groups with each group starting on the initial 2-3 days and then all returning on the third or fourth day of school. To assist with the transition of school-based and community children into the kindergarten program at Dwight D. Eisenhower, we engage in the following kindergarten transition activities: - Distribution of a letter, flyer or informational brochure sent to families of preschool children - Hosting Kindergarten Kick Off, which includes an overview of a day in the life of a kindergartener, resources available at the school, and a school tour - Holding open house for families of incoming kindergarten children - Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like - Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten - Providing home learning activities to families to help them prepare children for kindergarten entry -Hosting tours to current classrooms and around the school campus We provide Meet the Teacher for all students, including VPK and PreK students. Parents escort their child to the classroom, bring supplies, meet the teacher, and help introduce their child to their classroom setting. Kindergarten students who attended PreK or VPK at DDE, were given baseline literacy assessments to help assign them to a classroom that will provide support based on the information from the data. The state and school-created formative assessments help administration determine class placements, and for teachers to make instructional decisions. Each Spring, we offer a Kindergarten Kick Off presentation for parents to learn about our school and begin preparing for what school will be like in the fall. Resources and links were also attached to the school's website. Notification sent to parents was sent home via flyer, social media, via student backpacks in flyers, through the Parentlink, and posted on the school's website and marquee. The school district led a campaign promoting and helping with getting this information out into the public. The principal also regularly provides on-site tours of the school for potential new kindergarten families. She also collaborates with the local preschools to discuss kindergarten readiness. Teachers in our current VPK and PreK classes visit current Kindergarten classes to observe the demands of the kindergarten standards to help with foundational skills and school readiness of their students in the VPK and PreK classrooms.

Professional Development

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

- Regional Support
- Mentoring

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

1. Professional Development

Professional development is continually offered to teachers using a tiered approach. For example, new teachers or teachers new to a grade level will receive in class additional support, side by side coaching, and small group facilitation from math and literacy mentors. All teachers will participate in PLCs that are designed specifically for their professional growth. Designated professional development days (PDD) and/or Professional Learning Community meetings are based on school-wide and individual class data that focuses on identified needs. These professional learning opportunities include, but are not limited to the following: -Conscious Discipline with follow-up coaching -Educator Support Program/ Mentoring for teachers new to the school and teaching or buddies for new to the school, but not teaching -District Curriculum Team - leads monthly curriculum and instruction support for K-6 English and Language Arts (ELA), Math, and Science teachers -School-wide Positive Behavioral Intervention and Support (SwPBIS) Team -Selection and availability of research-based intervention Teachers also have ongoing access to professional development of their choice through the District's eLearning Platform. Through the platform, they search for a topic they self-select and range from Curriculum, Instruction, Skills for Learning and Life, Technology, and Management topics. Our K-7 teachers receive ongoing support from the district by attending monthly Cadre meetings in literacy, math, and science. Our ESOL coordinator receives ongoing PD and support from Regional ESOL Resource, and our ESE team receives support and PD from our ESE Coordinator, their team leader, and the District's ESE Resource Teacher and Specialist. Ongoing professional development is provided at the school from one of instructional coaches or SSCC who support in the classrooms and facilitate PLCs. As part of the Educator Support Program (ESP), teachers who are new to teaching/our school receive support from a Buddy or Mentor based on the level of support needed. These teachers meet informally to provide support and across the year as a school team to discuss areas of support needed and progress towards goals. Resources and updates provided by the North regional office are forwarded to all teachers for use as needed.

Recruitment and Retention of Effective Educators

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

Recruitment:

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

Retention:

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

1. Recruitment and Retention

At DDE, we strive to recruit, grow, and retain highly effective instructional staff. Several factors help us retain our certified and experienced teachers. Collaborative planning, mentor teachers, and a tiered approach to professional learning provides a foundation of professional collaboration that supports all D. D. Eisenhower School teachers. Administration prioritizes building a school culture that values and supports teachers as they encourage them to build their professional expertise. If a new teacher qualifies, they will participate in the Educator Support Program (ESP), which provides the beginning teacher with mentors and other support personnel to help ease the beginning teacher's way into the classroom. Another factor in our teacher retention rate is that Dwight D. Eisenhower School teachers value innovation and are willing to share new ideas with their colleagues. Time is designated in PLCs and Professional Development for teachers to showcase their ideas and new learning methods. Opportunities for data analysis, planning, collaborating and problem-solving that result in identifying the best strategies is a priority. PLCs and PDs may be grade, content, or topic specific. An additional support for our teachers is from our Instructional Coaches and SSCC. As veteran specialists, they serve as active leaders in K-7 PLCs, Data Chats, and PDs as well as provide training and modeling of various reading strategies and methods to classroom teachers. Each team has a team leader as a point of contact. Beginning teachers are paired with mentor or buddy teachers who teach in the same subject or grade level. For example, a beginning teacher in a Pre-K special-needs classroom is paired with an experienced teacher of special needs students with successful classroom experience. The experienced teacher models effective teaching strategies including strategies for classroom management. The experienced teacher also meets regularly with the beginning teacher to assist in planning. This work continues in the PLCs. Dwight D. Eisenhower School strives to hire the most qualified teachers based on experience and willingness to learn. Mentor teachers follow an effective coaching model that involves co-planning with teachers, observation of best practices, and providing targeted feedback. Teachers are afforded an opportunity for self-reflection and assessment of practice. This site based work is supplemented by the district's Educator Support Program (ESP), which provides the beginning teacher with mentors and other support personnel to assist the beginning teacher. We host a welcoming orientation to new employees to help them learn the lay of the land and learn who to contact if they have any questions. There are several ways administration seeks to recruit and retain effective educators. The principal and the assistant principal attend the Job Fair each year. Initial interviews are conducted at the job fair and potential candidates are asked to come to the school at a later date for a tour and further discussion. We keep that list all year and call if a position becomes available on the chance that they may still be available. Our greatest recruitment is done through word of mouth, teachers recommending teachers. We also accept interns from Palm Beach State College, Florida Atlantic University, and Lynn University. DDE also collaborates with the regional office staff and human resources. Our leadership team meets regularly with North Area administration accompanied by a human resource specialist to discuss staffing needs. Administration regularly shares staffing and vacancy updates at monthly SAC meetings and shares vacancy opportunities with parents and community members in hopes to fill the vacancy through open communication. Administration has an open door policy so that teachers/ staff can pop in at a point of need when they may need a quick conversation that works in their time frame, which is often limited. This accessibility aids in open communication so teachers feel supported. Each grade level has a team leader to facilitate support and communicate needs to administration if needed. We have a celebration committee who works to maintain connections across the school family and contribute to the positive culture within and across the school. Teachers have opportunities for supplemental pay by sponsoring clubs and special interest groups, such as Wellness or tutoring. Administration hosts ongoing events to show staff appreciation and boost staff morale in coordination and support of the staff social committee. DDE has shared leadership where team leaders collaborate to inform PD needs and provide feedback for increasing school system effectiveness. We meet before preschool and meet once a month to share ideas and receive feedback.