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

ELA

1. List prioritized needs statements.

Increase in reading proficiency in grades 3-5 on FAST PM3 from 58% to 61%. Increase reading proficiency on FAST PM3 from 40% to 50% for students with disabilities. Increase reading proficiency on FAST PM3 from 44% to 50% for students who are English Language Learners. Increase students' reading volume and stamina. Increase students' foundational skills to help students meet grade level reading with comprehension.

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

Students spend a lot of time on screens (technology in and/out of school). Low parent attendance/involvement in school events and communication with teachers where ideas are shared of how to help children at home. Students enter the grade level reading below grade level because of foundational skills gaps. Students lack stamina to read and work independently; student engagement and motivation decreases across time from testing fatigue. Limited teacher time to plan for strategic differentiation (planning time is used for meetings - IEP, 504, SBT and duties, taking away time from instructional planning.)

3. Share possible solutions that address the root causes.

Supplement District-provided technology platforms that provide engaging and differentiated lessons for increasing reading foundational skills and comprehension. Provide student incentives and increased opportunities to celebrate student achievements. Supplement District-provided grade level curriculum materials and classroom libraries with leveled, decodable, and chapter books that meet the instructional levels and needs for intervention and enrichment. Provide professional development for literacy teachers about increasing accountable talk about texts (comprehension). Provide professional development to literacy teachers about strategies to support students with disabilities and English Language Learners. Provide a monthly activity parents can use at home aligned to the learning in the classroom. Provide professional development to ESE support teachers for strategies to best help students with disabilities in literacy. Administration to focus monitoring of instruction and data of students with disabilities and English Language Learners. Provide coverage so teachers can co-plan, integrate content, and strategically plan for small group differentiation. Implement positive school wide systems for increasing students' engagement, motivation, safety, and connection, including professional development and conferences to support implementation. Utilize older (middle school) students as mentors/tutor buddies to younger students to help with concepts, foundational skills, and or motivation. Provide additional coverage opportunities so teachers can analyze student data and plan for instruction. Implement a positive school wide approach for connecting, engagement, and motivation. Create a system to incentivize and acknowledge parent involvement. Provide opportunities for students to use hands-on experiences, practice, and remediation through instructional supplies and supplemental resources, including online resources.

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

- **Communication**

-Survey parents for areas of need/topics in ELA they would like to know more about and the format they prefer to receive (paper, digital, face-to-face). -Increase the amount of virtual options for meetings/conferences to review student progress in ELA -Monitor consistent school wide use of student agenda books to communicate ELA homework, upcoming tests and parent events that support ELA -Provide frequent reminders to parents about checking agendas and take-home folders for communication about ELA -Monitor Parentlink (school wide messaging system) to increase percentage of delivered messages are received about ELA events, tests, and ways to support at home

- **Parent Training**

- Parents as partners in the school wide positive behavior (understanding the school wide approach) - partnering in the school culture to motivate and connect students to learning - How parents can help at home (ELA)

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

- **School**

-provide additional supports when fundings and resources are available (after school tutorials, clubs) -send reminders about events and opportunities for parents to support academics

- **Students**

- will ask for help from the teachers and parents when unsure or struggling

- **Parents**

-commit to volunteer/participation in a set number of hours in parent and family events -check that student homework is completed -respond to communication sent from the teacher and reach out to the teacher with questions by mutually agreed upon means -attend parent and family events to learn how to help child in ELA -check child's agenda for homework, upcoming tests, and school events -support students with ways to study - increase accountability for attendance, punctuality

- Staff Training

How to help parents understand school-wide/grade-level initiative are implemented so parents can support students at home

- Accessibility

provide flexible meeting times and ways of communicating (phone, text, email, Dojo, RCA House System App)

Math

1. List prioritized needs statements.

Increase students in grades 3-7 math proficiency from 64% to 67%. Increase students' math fluency facts (foundational skills) to help students meet grade level standards. Increase math proficiency on FAST PM3 from 50% to 60% for students with disabilities. Increase reading proficiency on FAST PM3 from 40% to 50% for students who are English Language Learners.

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

Students spend a lot of time on screens (technology in and/out of school). Low parent attendance/involvement in school events and communication with teachers where ideas are shared of how to help children at home. Parents of low performing students lack knowledge of how to help at home. Students enter the grade level with gaps in their math facts (foundational skills). Student engagement and motivation decreases across time from testing fatigue. Limited teacher time to plan for strategic differentiation (planning time is used for meetings - IEP, 504, SBT and duties, taking away time from instructional planning).

3. Share possible solutions that address the root causes.

Supplement District-provided technology/online resources that provide engaging and differentiated lessons for increasing math foundational skills and automaticity. Provide student incentives and increased opportunities to celebrate student achievements in math. Provide professional development for math teachers about increasing accountable talk to help students synthesize understanding. Provide professional development to math teachers about strategies to support students with disabilities and English Language Learners. Provide a monthly activity parents can use at home aligned to the learning in the classroom. Provide professional development to ESE support teachers for strategies to best help students with disabilities in math. Administration to focus monitoring of instruction and data of students with disabilities and English Language Learners. Provide coverage so teachers can co-plan, integrate content, and strategically plan for differentiation/intervention. Work with District to align all available personnel and resources to support the amount of ESE and ELL needs, including scheduling suggestion to mitigate meetings during teachers' planning times. Implement positive school wide systems for increasing students' engagement, motivation, safety, and connection, including professional development, including conferences and training to support implementation. Utilize older (middle school) students as mentors/tutor buddies to younger students to help with concepts, foundational skills, and or motivation. Supplement limited planning time by providing additional coverage opportunities so teachers can analyze student data and plan for instruction. Supply calculators for middle school students' use when solving multi-step problems. Provide parent trainings on strategies to support learning at home. Create a system to incentivize and acknowledge parent involvement. Provide opportunities for students to use hands-on experiences, practice, and remediation through instructional supplies and supplemental resources, including online resources.

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

• Communication

-Survey parents for areas of need/topics in math they would like to know more about and the format they prefer to receive (paper, digital, face-to-face). -Increase the amount of virtual options for meetings/conferences to review student progress in math -Provide and monitor consistent school wide use of student agenda books to communicate math homework, upcoming tests and parent events that support math -Provide frequent reminders to parents about checking agendas and take-home folders for communication about math -Monitor Parentlink (school wide massaging system) to increase percentage of delivered messages are received about math events, tests, and ways to support at home - Increase social media platforms to increase parent attendance/engagement/support

• Parent Training

- Parents as partners in the school wide positive behavior (understanding the school wide approach) - partnering in the school culture to motivate and connect students to learning - How parents can help at home (math)

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

- School

-provide additional supports when fundings and resources are available (after school tutorials, clubs) -send reminders about events and opportunities for parents to support academics - revise language on compact to be more concise

- Students

will ask for help from the teachers and parents when unsure or struggling review goals with family and share how they can help at home

- Parents

-commit to volunteer/participation in a set number of hours in parent and family events -check that student homework is completed -respond to communication sent from the teacher and reach out to the teacher with questions by mutually agreed upon means -attend parent and family events to learn how to help child in math -check child's agenda for homework, upcoming tests, and school events -support students with ways to study - increase accountability for attendance, punctuality

- Staff Training

How to help parents understand school-wide/grade-level initiative are implemented so parents can support students at home How to help parents understand "new math" and helping child with math at home

- Accessibility

provide flexible meeting times and ways of communicating (phone, text, email, Dojo, RCA House System App)

Science

1. List prioritized needs statements.

Increase grade 5 science proficiency on state science assessment from 50% to 55%.

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

Students lack foundational vocabulary and background knowledge for grade level content. Teachers need planning time to prepare for hands-on experiments/labs. Master schedule requires teachers to cover both social studies and science alternately. Students are not reading at grade level and the textbooks and assessments are at grade level and require comprehension of multiple steps. "Fair game" benchmarks are covered in previous grades and content may not be retained by students when tested in 5th grade.

3. Share possible solutions that address the root causes.

Provide assistive technology/online resources to support student learning concepts and vocabulary to build background knowledge Survey parents for areas of knowledge on topics and utilize them as experts to develop student background knowledge and vocabulary Strategically plan to integrate curriculum whenever possible to align science to ELA and math concepts to increase comprehension and science vocabulary Administration monitors fair game benchmarks are taught and monitors student data Collaborative planning for teachers to co-plan integrated curriculum Teachers have opportunities to plan for hands-on experiments and vocabulary development Provide opportunities for students to use hands-on experiences, practice, and remediation through instructional supplies and supplemental resources, including online resources.

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

• Communication

Survey for best time of the day, hobbies, and jobs for engaging parents around areas of expertise

• Parent Training

Ways to help students at home with studying or concepts

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

- **School**

Provide recorded videos (short like Reels; Instagram) of ways to help at home or about concepts being learned in school

- **Students**

increase accountability for attendance, punctuality, completing classwork and homework, asking questions

- **Parents**

-commit to volunteer/participation in a set number of hours in parent and family events -check that student homework is completed -respond to communication sent from the teacher and reach out to the teacher with questions by mutually agreed upon means -attend parent and family events to learn how to help child in science -check child's agenda for homework, upcoming tests, and school events -support students with ways to study - increase accountability for attendance, punctuality

- **Staff Training**

How to help parents understand content

- **Accessibility**

provide flexible meeting times and ways of communicating (phone, text, email, Dojo, RCA House System App)

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: \$63,448.75

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type			Type		Total
	Adjustment - benefits credit and final allocation		1	\$2,139.00	General Supplies			Other		\$2,139.00
	BT 515053 REDUCING line for extra cost of PFE agendas		1	-\$143.25	General Supplies			Budget Transfer		-\$143.25
Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teacher will provide afterschool tutoring in Civics for identified 7th grade students beginning in January.		1	\$37.00	1	1.5	10	Certified	Original	\$555.00
	Certified Teachers will provide afterschool tutoring in Reading for identified 3rd-8th grade students beginning in January.		4	\$37.00	1	1.5	10	Certified	Original	\$2,220.00
	Certified Teachers will provide afterschool tutoring in Math for identified 3rd-8th grade students beginning in January.		4	\$37.00	1	1.5	10	Certified	Original	\$2,220.00
	Certified Teachers will provide afterschool tutoring in Science for identified 5th - 8th grade students beginning in January.		2	\$37.00	1	1.5	10	Certified	Original	\$1,110.00
Online subscription	Item						Quantity	Rate	Type	Total
	iXL - engaging, adaptive, personalized lessons for students in grade K-8 to increase their fluency and automaticity in math foundational skills.						1	\$5,983.00	Original	\$5,983.00
	Generation Genius Science - to provide engaging science based videos, hands-on experiments, and content for students in K-5						1	\$1,295.00	Original	\$1,295.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	iReady Toolkit and Magnetic Reading for students in K-5 to receive adaptive, personalized lessons in foundational reading skills and comprehension	1	\$3,000.00	Original	\$3,000.00
Resource Teacher	The Resource Teacher will provide small-group intervention and small-group differentiation in Reading and Writing for Grades K-5.				

Action Step: Professional Learning

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

Budget Total: \$111,487.75

Acct Description	Description				
Travel out-of-state	Item	Quantity	Rate	Type	Total
	Teachers and teacher leaders will attend the RCA EXP Conference in Atlanta, GA, Sept. 24- 26, 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. Teachers will be expected to bring information back and share it with colleagues and parents. Registration, \$1075; Transportation - Airline Ticket, \$400; Lodging, \$379; Per Diem, \$68. Total per person = \$1922.	4	\$1,922.00	Original	\$7,688.00
	Rental Car for Ron Clark Academy above. Atlanta, GA, Sept. 24 - 26. Rental Car Total, \$189.75	1	\$189.75	Original	\$189.75

Acct Description	Description																		
Single School Culture Coordinator	The Single School Culture Coordinator will provide support for academic improvement, support the multi-tiered system of support (MTSS), provide support for professional learning communities (PLCs), help school based team with student progress monitoring, provide modeling and support small group instruction in all grades K-8 in the areas of ELA, Math, and Science.																		
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="457 399 1024 457">Item</th> <th data-bbox="1035 399 1171 457">Quantity</th> <th data-bbox="1182 399 1297 457">Rate</th> <th data-bbox="1308 399 1392 457">Days</th> <th data-bbox="1402 399 1507 457">Hours</th> <th data-bbox="1518 399 1623 457">Weeks</th> <th data-bbox="1633 399 1770 457">Certified</th> <th data-bbox="1780 399 1906 457">Type</th> <th data-bbox="1917 399 2022 457">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Teachers will plan with Leadership Team - Analyze school data, systems, resources to plan for Team Leader meeting. Participants: Marchica, Salvatore-Fuller, Fitzpatrick.	3	\$25.00	2	8	1	Certified	Original	\$1,200.00											

Action Step: Parent Engagement

Engage parents in their student's learning through effective communication.

Budget Total: \$3,978.25

Acct Description	Description												
Supplies	<table border="1"> <thead> <tr> <th data-bbox="474 1196 1041 1255">Item</th> <th data-bbox="1052 1196 1230 1255">Quantity</th> <th data-bbox="1241 1196 1377 1255">Rate</th> <th colspan="2" data-bbox="1388 1196 1692 1255">Supply Type</th> <th data-bbox="1703 1196 1860 1255">Type</th> <th data-bbox="1871 1196 2022 1255">Total</th> </tr> </thead> </table>						Item	Quantity	Rate	Supply Type		Type	Total
	Item	Quantity	Rate	Supply Type		Type	Total						
	Middle School Student Agendas	150	\$3.04	General Supplies		Original	\$456.00						
Elementary Student Agendas	450	\$2.34	General Supplies		Original	\$1,053.00							

Acct Description	Description				
Enrichment Contracts	Item	Quantity	Rate	Type	Total
	Cox Science Center will provide Family Enrichment for Science, including hands on experiments and activities on 11/18/25 - Parent Engagement Training.	1	\$526.00	Original	\$526.00
Online subscription	Item	Quantity	Rate	Type	Total
	RCA House App will engage parents as partners in school wide positive behavior approach.	1	\$1,800.00	Original	\$1,800.00

Mission Statement

1. Mission Statement

Dwight D. Eisenhower K-8 strives to provide a positive environment where parents and families feel empowered to support their children's academic, social, and emotional growth. We believe a strong school-family partnership and engagement opportunities will help students have a positive perspective of school and education and in turn will help them meet their academic goals. We strengthen this by partnering with district, school, family, and community connections through communication, resources, and training.

Involvement of Stakeholders

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
Karen Pierce	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 (SAC) 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. 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, Leadership Team, and/or serve in leadership roles, and student representatives who support our vision, mission, and School Choice Program. All parents are invited to attend meetings where we discuss the Comprehensive Needs Assessment, School Wide Plan, Parent and Family Engagement Plan, and School-Parent 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 during the Spring, 2025. During 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 a stakeholder's meeting held before SAC on March 6, 2025 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 March 6, 2025, stakeholders who attended the meeting were given an overview of the CNA, PFEP, SWP, and School Compact. 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 FY2026 SWP. Stakeholders provided suggestions 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
Darla Paulena	Single School Culture Coordinator

Annual Parent Meeting

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

Tuesday, October 7, 2025 at 5:00pm in the Media Center.

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 parents, teachers, and the community through an invitation sent on Parentlink, Social Media (Facebook), and our school website.

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

Invitation with needs request for accessibility (translation, interpreter, etc), agenda, sign in (Raptor), slidedeck for presentation and as handouts for note taking, school compact, school wide plan, evaluation, secure translator as needed, translated documents/handouts, pens, SMARTboard or projector and screen, audio enhancement equipment

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Helping Child at Home with Curriculum

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

Teachers will learn how to explain and demonstrate to parents an activity that is provided in the grade/content specific curriculum "letters/suggestions" that will go home with each unit of study. The training will teach the participants how to explain how to read the resource, and how to model with explicit steps in the process and provide gradual release to parents as they practice the activity (I do, we do). This way they will bring the resource to life to help parents grow confidence, understanding, capacity, and partnership in using the suggested activities "school-home connection" provided from the adopted curriculum materials that will be sent home with each new unit of study aligned to the curriculum and concepts being learned in class.

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

Teachers will increase their capacity to strengthen parent partnerships and confidence in helping their child at home utilizing the suggestions provided by the school/curriculum. This will also help develop parent confidence in using the suggestions that are sent home, provide a better insight into teacher's teaching style for their child, and strengthen parents understanding of concepts being taught in school and how they can help at home.

- What will teachers submit as evidence of implementation?

Letter/suggestions from curriculum materials, steps (lesson) for demonstrating their activity for parents, pictures of parents practicing/ interacting with teachers.

- Month of Training

September, 2025

- Responsible Person(s)

Darla Paulena, Maureen Grosvenor

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating with Parents thru the RCA App

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

Staff will learn how to use the texting features available through a new RCA app as a way to communicate positively to a parent about how their child is demonstrating specific skills and strategies. This app will be new to all school staff and will be a tool to connect and communicate with parents.

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

Increase positive school-family interactions, connections, and engagement because of the positive interactions through the app communication.

- What will teachers submit as evidence of implementation?

pictures of staff learning how to use the app features to communicate with parents, sample communication with parents using app, sample teacher reflections from use (impact on communication/school-parent partnerships)

- Month of Training

January 2025

- Responsible Person(s)

Amaia Zuppinger; Maureen Grosvenor

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

All Pro Dads

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

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

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

Given a character-based topic, fathers will practice conversations, role play, and play games with their child. 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.

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

All Pro Dad initiatives positively impact both students and schools by fostering stronger relationships between fathers and their children, leading to improved academic performance, reduced behavioral issues, and increased overall well-being for students. These programs also strengthen school communities by creating a sense of unity and support, encouraging open communication and collaboration. 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

September 2025

- Responsible Person(s)

Christian Marchica

- Resources and Materials

invitational flier, agenda, sign-in sheets, handouts, pictures of parent and child interactions, parent feedback

- Amount (e.g. \$10.00)

\$0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Fun with STEM Night

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

The Cox Science Center and Aquarium will provide over 20 hands-on, interactive activities and experiments for parents and their child to engage in learning the scientific process, inquiry, and vocabulary. 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

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

students increased curiosity of scientific concepts, positive parent-child interactions around scientific concepts and vocabulary, development of parents positive perceptions of science, increase parent involvement

- Date of Training

November

- **Responsible Person(s)**

Maureen Grosvenor

- **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, pictures of interactions, Parent Feedback of Event

- **Amount (e.g. \$10.00)**

\$0.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Breakfast & Books

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

Parents 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, and a love for literacy.

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

Parents will be shown how to use guiding questions and word-solving prompts when reading aloud with their child. They will then practice using these strategies as they read alongside their child (books will be made available for practicing).

- 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

March

- Responsible Person(s)

Maureen Grosvenor

- Resources and Materials

invitation, agenda, sign-in sheets, handouts, pictures of parent and family interaction, parent feedback, Language Stems/Questions to ask while reading with child, Books, Breakfast items for adults

- Amount (e.g. \$10.00)

\$0.00

Coordination and Integration

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, photographs of volunteers working with 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. Across the year, other dads and their child/ren will meet at school to and interact with their child about 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 or agenda; reflections (students & dads)

- Frequency

Monthly

Communication

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, screenshot of school website, Title I Annual Mtg. documentation.

• 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/handouts, sample conference notes, sample student academic or test results/reports

• Description

We will inform parents via standardized reports, Parentlink Messages, Conference Notes.

• 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, and Parentlink messages.

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

Sample Invitations, sample communication, 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

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 in a variety of languages; welcome and various language signage at front office for greeting parents with limited English; translation request for Title I Annual Meeting

- 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 interpreters for parents at evening or school-wide events, if needed. Our school website is updated to meet ADA compliance. We have handicapped bathrooms, parking in the school parking lots, an elevator, and handicapped bathrooms.

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

Photographs of handicapped parking, elevator, handicapped accessible bathroom.

- Description

Our school does not currently 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.

Migrant information that is provided during the Title I Annual Meeting, Migrant brochure, Migrant Report

- Description

The McKinney-Vento Program provides many services to students identified as experiencing homelessness and their families. Services include, but are not limited to, the provision of school supplies and backpacks, shoes, socks, and uniforms, McKinney-Vento transportation, free school meals, and community resources and referrals as appropriate.

- 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

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

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, ongoing 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 continue to implement the Ron Clark House System, which will incorporate character skills with engagement. All staff and grades will help increase student connection, motivation, and engagement by implementing the House System in classes and across the school. This framework 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 (Skills for Life) class led by the school counselor and/or Behavioral Health Professional. During class, students learn ways to build coping skills, foster a growth mindset, discuss healthy habits, and learn ways to build character. The school's Mental Health Team also provides groups for students to develop their social-emotional skills, or support them through life experiences, such as loss (grief). 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. DDE partners with All Pro Dads to strengthen positive relationships between male role models and their child/student's character through role play and practice conversational activities during monthly gatherings.

SBT/MTSS Implementation

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

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-8 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, added 7th grade in FY25 and will welcome 8th graders in FY26. 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. Our students have access to a strings program beginning with Ukulele in grades K-2 and more advance strings (violin) in 3rd grade and beyond. A strings class is provided once a week in grades K-5, offered during electives for middle school students, during after school clubs, and during bi-annual musical performances for the school and parents.

Post-Secondary Opportunities and Workforce Readiness

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. Students in grades 6-8 have the opportunity to receive accelerated mathematics pathways. 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-8 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. For FY26, DDE has expanded to include sixth, seventh, and eighth grades. 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. Students who attend our Choice program in grades 6-8 have the opportunity to receive Industry Certification prior to attending high school. Our school has a partnership with Jupiter High School as a pathway for our students who are interested in continuing their learning in Environmental Science. Our partnership will allow our students to have priority seating into Jupiter High Schools' Environmental Science Choice Program. Students in grades 6-8 have the opportunity to work with students from the high school on a variety of environmental science projects. Middle school students have access to Xello, a digital program platform, that helps students determine their interest and career/technical skills pathway. The school counselor and teachers provide guidance on accessing and using this platform. Students in grades K-8 have access to project based learning opportunities with a focus on environmental sciences, DDE's choice program focus.

Transition From Early Childhood to Elementary School

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 VPK & 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

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 - University of Florida Literacy Collaborative with the school District - ongoing training and support from District support (cohort, cadre, and in school collaboration) 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-8 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 and coaching is provided at the school from one of instructional coaches or Single School Culture Coordinator (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 and certification/experience. 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

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-8 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.