U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [X] Magnet   [ ] Choice

Name of Principal Ms. Wendy Wolgan
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Eisenhower Academy
(As it should appear in the official records)

School Mailing Address 406 Burke Drive
(If address is P.O. Box, also include street address.)

City Joliet   State IL   Zip Code+4 (9 digits total) 60433-2114

County Will County

Telephone (815) 723-0233   Fax (815) 740-5455

Web site/URL http://www.joliet86.org/our-schools/eisenhower/   E-mail wwolgan@joliet86.org

Twitter Handle _____   Facebook Page _____   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Charles Coleman   E-mail ccoleman@joliet86.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Joliet 86   Tel. (815) 740-3196
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Gwendolyn Ulmer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district   16 Elementary schools (includes K-8)
   (per district designation):   4 Middle/Junior high schools
   0 High schools
   0 K-12 schools

   20 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	28	28	56
2	27	28	55
3	16	36	52
4	22	30	52
5	20	26	46
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	113	148	261

4. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 1 % Asian
                                          26 % Black or African American
                                          33 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          37 % White
                                          2 % Two or more races
                                          100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2014	262
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 3 %
                                                             8 Total number ELL

    Specify each non-English language represented in the school (separate languages by commas):
    Spanish

7. Students eligible for free/reduced-priced meals: 100 %
    Total number students who qualify: 261

8. Students receiving special education services: 6 %
                                                        15 Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

0 Autism	2 Orthopedic Impairment
0 Deafness	5 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
0 Emotional Disturbance	6 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	1 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>6</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>26:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u> </u>   No <u>X</u>

    If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The Eisenhower community provides an inviting atmosphere for academic excellence, promotes high standards to educate the whole child, and creates life-long learners.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students are considered for admission on an individual basis. Parents must complete an application and student survey before being considered for admittance. Once the application packet has been received, the following student information is reviewed: informal and formal test scores, teacher survey, behavior, grades, and attendance. All data is inserted into a matrix and ranked. Then, a committee and the administrator select students who best fit Eisenhower's academic and behavior expectations. Consideration is given to the overall diversity of the student population, including gender and ethnicity when making final selections.

PART III – SUMMARY

Eisenhower Academy is located in Joliet, Illinois, just forty miles southwest of Chicago. Formerly an industrial city, Joliet is the fourth largest city in Illinois. Filled with history and opportunity, Joliet has access to many major highways that lead to surrounding rural, suburban, and urban towns and cities. Joliet maintains a small-town atmosphere with neighborhood parks and the Illinois and Michigan Canal while mirroring an urban setting with attractions like the Rialto Square Theatre, Chicagoland Speedway, and the Will County Courthouse.

Rembrandts, Career Fairs, Science Fairs, Jump Rope for Heart, Camp Fitness, Glee Club, and youth basketball teams complete our school programming to meet the needs of the whole child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Problem Based Learning (PBL) is the heart of Eisenhower's Curriculum. PBL units integrate all core subjects. Engaged learning and rigorous inquiry-based lessons are aligned to the College and Career Readiness Standards to prepare our students to be active citizens. These lessons are differentiated to meet individual learning styles based on formative and summative data.

Our English Language Arts (ELA) follows a balanced language and literacy framework for literature and content areas. The three pillars of our framework are language and word study, reading workshop, and writing workshop. This framework embraces the College and Career Readiness Standards through Phonemic Awareness, Phonics, Word Study, Word Origins, Interactive Read Aloud, Mentor Texts, Shared Reading Mentor Text, Guided Reading, Independent Reading, Interactive Writing, Shared Writing, Guided Writing, and Independent Writing. ELA is the adhesive that bonds all the cross-curricular PBL units together.

Socratic Circles is one instructional delivery method used for cultivating rigorous, student-led discussions and analysis of text. This type of discussion forum is evident in classrooms beginning in first grade and is infused into the teaching and learning of our fifth grade classrooms. Supplemental resources such as Accelerated Reader, Fountas & Pinnell Benchmark and Leveled Intervention Program, Leveled Libraries, Reading Fundamentals, and Junior Great Books are also used to support students both below and above grade level.

Problem solving using challenging math tasks is the nucleus of our math program. Our mathematical framework follows the Launch, Explore, Summarize, and Apply (LESA) model and levels of rigor are rooted in a Concrete-Representation-Application (CRA) approach in order to meet the needs of all learners. Inquiry-based, cross-curricular problem solving opportunities embedded with guided questioning and math talks assist students to understand solutions to real-world problems.

In whole group, small groups, and math workshops, students engage in math content with a spiraling cycle of complexity. Concepts are introduced at an exploratory and elementary level and then expanded upon with depth and understanding through multiple problem solving and application opportunities connected to real-life problems. Students build their own math toolboxes filled with a variety of problem-solving strategies through teacher- and peer-modeling, math manipulatives, concept games, and interactive web sites. Daily practice for fluency and mental math are built in to each math teaching block. Supplemental resources utilized in our math curriculum include technology programs such as Front Row Classroom, Moby Max, Xtra Math, and LearnZillion which enhance students' interactive learning opportunities.

Problem-based inquiry units in science and social studies are designed to prepare our students to be informed citizens in a democratic society and to develop the skills needed to compete in a global economy. In Science, the Next Generation Science Standards (NGSS) are the framework for these units. Students participate in the scientific method where they engage in investigations and experiments to form questions and test theories on topics like the effect of wind on solids, vibration and sound, and physical/chemical reactions. A yearly science fair is held to showcase fourth and fifth grade students' understanding of the scientific method and their investigations and experiments.

STEM kits provide further experiences with engineering design and testing of practical everyday items like an ice cream cart, a solar home, or a telecommunications device. Eisenhower Academy scientists deepen their knowledge of the NGSS through research and application. The Common Core Standards for Reading, Writing Information, and Research, are integrated into our science units. Students use online sources, virtual field trips, and nonfiction texts to collect data. When possible, students conduct field research such as a trip to the All Natural Channahon Water Treatment Plant when studying water scarcity and sanitation or visiting local farmers for Genetically Modified Organisms (GMO) and farm animal units.

Problem-based inquiry units in social studies focus on questions or issues that are presented to students in a problem that must be researched for solutions. The Common Core Standards for Opinion Writing are taught as part of these units to develop the understanding of a supported argument when presenting solutions. Community service projects and advocacy are tied to the units of study. A study of the children in Kabul, Afghanistan and human rights evolved into a collection of school supplies that were sent to Kabul. Learning about animals in first grade resulted in the purchase of honey bees and a pig for a Third World Country through the Heifer International Project. Students also relive moments in history or re-enact current events through simulations. New knowledge is shared through living museums such as the Presidents Wax Museum, Native American Regions Miniature Museum, or a Cultural Fair.

The Common Core Standards for Reading Literature and Narrative Writing are further integrated into social studies through reading historical fiction to experience the times and places students study while creating narratives based on the people of that era. Technology such as PhotoStory, iMovie, Audacity and Publisher are used to enhance student learning experiences by filming infomercials, building photo journals, and creating podcasts, newspapers, pamphlets, and brochures.

2. Other Curriculum Areas:

The main focus of Eisenhower's physical education program is to encourage increased fitness time and moderate to vigorous physical activity. An awareness of how exercise impacts the human body and brain function is infused through team and individual physical activity. This year, students have been learning about fitness scores and using data to derive individual goals to improve their overall health. A professional learning community flows through our physical education program as well. Staff challenges students in team games like hockey in order to accentuate the importance of physical activity, teamwork, and sportsmanship. Students also participated in Jump Rope for Heart where they raised over $6000 for charity. This feat comes with distinct student dedication to community service as the majority of our student population is low income.

Art is integrated throughout our problem-based learning units, as well as taught by art specialists. Projects are connected to history and culture and encompass topics such as Africa, Native American Indians, Frogs, Advertising, Graffiti Art, Korean Art, Aboriginal Art, Fairy Tale Dragons and Castles, Underwater Seascapes, Beaches, and Outer Space. Students learn how to use proper tools and apply their knowledge of art and artists in the classroom to their projects. Students observe, create, discuss, and critique artwork through an artist's lens. Our after-school Young Rembrandts program provides additional opportunities for students to learn more about artists and make connections between art and the world.

Eisenhower students enjoy a well-rounded music education. Music is taught by classroom teachers and visiting musicians who offer their expertise to the students such as incorporating the use of Orf Instruments. The music curriculum is integrated within classroom thematic units. Primary students use morning songs to review previously taught concepts. Poetry is put to musical rounds. Students also build pride in their school and community by learning the school song and Illinois State Song.

Eisenhower is proud to provide our fourth and fifth grade students the opportunity to participate in band and orchestra. Lessons for band and orchestra are held during the school day twice a week and after school once a week. Many of our band/orchestra students prosper in their musical talents as members in their high school bands and perform at our local theatre. Eisenhower students go on to perform in our local All-City Jazz Band as part of our annual Fine Arts Festival held at the Rialto Square Theatre.

Students are also provided with opportunities to participate in fall and winter school musicals which incorporate the content areas of science and history and expound on citizenship and strong moral character. Our winter programs often have a focus on giving as it connects to various holiday traditions and encourages community service.

Our Going Green Technology Modules are another program offered to our fourth and fifth grade students. Students work collaboratively in a lab environment employing engineering practices in order to determine solutions for environmental issues. These modules engage students in PBL and real-world learning by

providing opportunities to work in small research groups using technology and performing experiments that guide them to an understanding of how to preserve the environment. Our modules are themed around science and math concepts. There are six fields that students investigate: Mission to Mars, Going Green, Future Fuels, Eco-Friendly Architecture, Changing Oceans, and Carbon Footprinting. Another facet of the module investigations is that students acquire an appreciation and knowledge of the careers in these fields and the education and salaries associated to them.

Integrating technology does not stop with Technology Modules at Eisenhower. Technology is integrated throughout all units of study. Our District technology department supports our quest for technology with subscriptions to Britannica, Pebble Go, PhotoStory, KidPix, and GraphMaster which meet our District's K-8 State Standards Alignment Guide. This guide outlines technology expectations and opportunities for each grade level. These programs fuel our PBL units by providing appropriate access to research and interactive web sites related to our learning themes. Additionally, each week our District highlights technology lessons and "tech tips" for grade levels K-8 which enhance learning in the classroom and empower students with the necessary technology skills required for today's careers.

3.   Instructional Methods and Interventions:

The Eisenhower Academy staff plan core curriculum by incorporating Best Practices and multiple research-based educational programs. Additionally, the teachers differentiate instruction using a Response to Intervention model, both intervening where students need improvement as well as creating more rigorous learning opportunities for high performing students. In this way, students' needs are met based on their individualized intervention plan. For students placed at the Tier 2 level, test data is carefully monitored and students are given specific academic growth goals. There is continuous communication between students, parents, and teachers that documents student progress relative to their Tier 2 plan. To accommodate Tier 2 students, small group instructional methods are used to cater to the students' specific learning goals. If a student's progress is not sufficient and does not meet his/her goals, the building problem solving team convenes in order to discuss adjustments in interventions and determine whether or not to increase the intensity of the intervention program. Should a student need an intensified intervention, he/she is placed on a Tier 3 plan. At this level of intervention, the teacher adjusts instruction by moving to a one-on-one explicit instructional model which includes the student meeting with an interventionist. Our problem solving team safeguards that students on intervention plans are provided with every available resource specific to their learning goals and creatively adjusts teaching schedules in order to increase instructional minutes above and beyond classroom instruction, guaranteeing student growth.

For students who are performing above grade level expectations, teachers collaborate to create programs that will increase rigor and critical thinking opportunities to challenge them on an individual level. For example, students in fourth and fifth grade use the learning lab to complete science modules to grapple with real world problems. Opportunities are also provided to meet in book clubs, participate in more advanced literature with Accelerated Reader, and utilize multi-step math problems based on Singapore and Concrete-Representational-Abstract (CRA) approaches. These instructional intervention methods are effective as reflected in our repeated trends of 95-100% of students meeting or exceeding State Standards.

4.   Assessment for Instruction and Learning and Sharing Assessment Results:

Eisenhower uses data to drive instruction and monitor student progress through benchmark testing. We administer the STAR 360 assessment three times a year, in the fall, winter, and spring. This assessment screens students for targeted instruction, measures student growth, predicts performance on Partnerships for Assessment of Readiness for College and Careers (PARCC) exams, and monitors achievement on Common Core State Standards. Eisenhower also uses the Fountas & Pinnell Benchmark Assessment System to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

District benchmark testing for writing is in the fall and spring. Each fall students are assessed in writing Narratives, Opinions, and Informational Texts. Their growth is monitored during the year, and then tested again in the spring. Teachers also use On Demands, which are timed writing prompts, before and after each

unit in order to monitor student growth. This year students registered an 11.5% growth increase in writing on the mid-year On Demands assessments.

In PLCs, teachers create formative assessments to be used throughout units of study to monitor instruction and target student needs. Formative assessments may include unit tests, checklists, student/teacher made rubrics, projects, and exit slips. In addition, teachers may use other forms of assessments like anecdotal notes, observations, and conferencing to ensure that all students are meeting grade level expectations. Teachers disseminate data during PLCs to analyze student results to share with parents. Results are shared in several ways: mandatory parent/teacher conferences, Friday folders with weekly work, personal phone calls, emails, mid-quarter progress reports, report cards, and the online grading system.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Eisenhower Academy staff strives to create a positive learning environment for our students. We follow the framework outlined by Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS) Classroom Management Program, which promotes cohesive and smooth daily routines and procedures. This method provides students with clear expectations and common language so discipline is kept at a minimum. Students collaborated and determined CHAMPS themes for our hallways, classrooms, and common areas such as the lunchroom, playground, and bathrooms. Students also made posters with CHAMPS acronyms that are visible in all common areas and outline expected behavior. These CHAMPS acronyms allow the entire school community to speak the same language when it comes to expectations which creates a positive and team-like atmosphere.

Each morning before going to classrooms, students read in the hallway for 15 minutes to encourage reading for pleasure. Teachers are stationed throughout the school to help students stay on task. Once the day begins, teachers greet students as they enter the classrooms with a pleasant morning greeting. Throughout the year, each student has the chance to lead the Pledge of Allegiance and Peace Pledge over the school intercom. Eisenhower Academy students pledge to be peace builders and each day they are encouraged to take ownership of their day when they hear, "go out and make it a great day, or not, the choice is yours," after the principal shares her "words of wisdom."

Students enjoy a well-rounded education at Eisenhower and have a voice regarding the school environment. The principal invites Student Ambassadors to join her for lunch where students offer feedback on ways to improve our school. As a result of student feedback, new programs like the YMCA Youth Basketball teams, Cooking with Literature, and Gaming for Learning have been added to after-school programs.

The PLC model dictates how our entire school community conducts business and makes decisions that ensures student success. Staff set meeting norms, both at the building level and grade level, that form how each member is treated with respect and is heard when making decisions. Teachers celebrate success during staff meetings. A monthly raffle for a gift basket filled with instructional support materials and a dinner gift card is held for staff participation in our Positive Parent Contact Contest. The PLC model provides structure for meeting and collaborating that builds a sense of ownership in making our school excel. Consequently, a family-like bond holds staff together in both good times and challenging times resulting in a strong student-focused environment.

2. Engaging Families and Community:

The Eisenhower Academy experience begins with a warm and welcome greeting from our office staff whether in person or on the phone. Students, parents, visitors, and staff can feel the caring atmosphere. Eisenhower Academy engages families and community through parent workshops and partnerships, proactive communication, community partnerships, and community service projects. This is reflected in the 5Essential Illinois State Survey results which indicate that Parent Involvement is the most implemented facet of our school community.

Monthly parent workshops are provided to assist parents in supporting students academically, socially, and emotionally. Themed trainings in Common Core math, reading, and writing practices, and how parents can support social-emotional growth, cope with bullying and peer conflict, and emotional intelligences create a continued learning connection between home and school. In addition to these trainings, 100% of parents attend both Open House and Parent/Teacher Conferences where they learn about their child's growth and learning expectations.

Partnerships between parents and teachers are essential to education. All parents receive monthly school newsletters and broadcast phone calls informing them about school events and highlights. Teachers also offer weekly newsletters or online classroom websites to keep families informed of projects, units of study,

homework, and special event reminders. Online access to student grades empower parents to track their child's progress and a District Anti-Bullying Hotline allows parents to profile concerns about peer conflict and bullying.

Our Parent Faculty Council (PFC) coordinates the majority of school events by hosting various social events like Fall Supper, Winter Fun Fair, Movie Night, and the end-of-the year IKE day. The PFC is also responsible for coordinating our yearbook, First Grade Hello and Fifth Grade Farewell, class parties, and fundraisers that purchase resources to enhance the school environment and academic programing. During monthly meetings, staff, principal, and parents discuss and plan ways to improve our school.

Many local businesses support our children and staff. We have a wonderful relationship with the Joliet Public Library. Upon request, they deliver 60 – 70 books to supplement our PBL units. We work closely with local colleges by mentoring college students and training student teachers. Anderson Book Company partners with Eisenhower to offer high quality book fairs and author visits for students and their families to enjoy. The Sally Ride Science Academy and the Mickelson-Exxon Mobil Science and Math Academy work in partnership with Eisenhower Academy to provide professional development and make available to staff the most current scientific-based research practices and resources.

Our school takes pride in creating globally responsive citizens. The majority of our community service projects evolve through Problem-Based Learning units with students becoming aware of situations and knowing they can make a difference. Water for South Sudan, school supplies for kids in Kabul, blanket making for Lamb's Fold Women Shelter, food drives, Heifer International Project, Operation Care Packages for Veterans, cards for the elderly and veterans at Christmas and Valentine's Day are recent community service projects our students have participated in that exemplify active citizens in our home and global community.

3. Professional Development:

The Eisenhower principal collaborates with staff to develop a consistent framework for effective teaching and learning. The District Curriculum Framework and State and local assessment data shape Eisenhower's professional development approach. The framework contains relevant standards-based curriculum, research-based instructional practices, and high expectations for student performance.

The implementation structure for professional development occurs within a professional learning community model and typically replicates a lesson study. Staff determine professional development areas for improvement by analyzing trends of data. Once staff identify areas for improvement, they look for means to improve depth of knowledge and rigor in their instructional practices related to these achievement standards.

Staff collaborates vertically in order to understand and secure grade level alignment in learning outcomes and instructional practices. In order to maintain focus and monitor growth, grade levels write Specific, Measurable, Attainable, Realistic, and Time-related (SMART) goals and track progress in school growth areas. During the course of lesson studies, ongoing professional development is provided through action research, expert training, District math and literacy instructional coaches, and classroom observations with ongoing articulation. Reflection occurs throughout professional development. To ensure a full level of implementation and sustainability, staff remains focused on identified growth areas for at least 1-3 years.

Eisenhower's leadership team recognizes that quality, sustainable change that leads to positive growth in learning outcomes requires collaboration, time, and support. This approach to professional development has led to academic excellence and is exemplified in our teacher-formed Lucy Caulkins' writing cohort study. For the past two years, teachers have met after school, during grade level meeting time, and during professional learning time to engage in a lesson study for writing. Our State assessment results speak to the success of these efforts in aligning writing outcomes and practices among the grade levels. More than 80% of our students met or exceeded PARCC Writing Standards, averaging more than 45% above the state average.

Although writing has been a considerable focus of Eisenhower's professional development plan, we place emphasis on professional development in other areas as well. The District offers monthly professional development opportunities that are aligned to District Curriculum Frameworks. These District Frameworks are created from State Standards and best practices. A variety of topics are offered at these after-school trainings such as Concrete-Representation-Abstract (CRA) Approach to Teaching Mathematics, Reading and Writer's Workshop Model, Differentiating Using Text Complexity, Developing Authentic Assessments to Evaluate Reading Experiences, Making the Classroom Come Alive Through Physical Education, and the CHAMPS Model. These trainings are presented by instructional coaches who visit our classrooms and support staff through co-planning, co-teaching, and providing feedback.

The District also provides ongoing technology professional development. Technology coaches are available to staff and assist in integrating technology through a Substitution, Augmentation, Modification, Redefinition (SAMR) model. The SAMR model provides teachers a framework for enhancement and transformation of learning using technology. Technology coaches encourage and support staff to integrate technology at all levels, but particularly at Modification/Redefinition level where technology allows students to think differently and perform new tasks. Other technology professional development include webinars, weekly technology tips, and hands-on training during institute days and professional learning community meetings.

4. School Leadership:

Staff and parents share the leadership responsibility at Eisenhower Academy. Our building's leadership team consists of staff and an administrator who strive to honor commitment to excellence. This team is comprised of multiple grade level teachers who meet bi-weekly to review school goals, analyze data, and plan professional development to ensure best practices are being taught with fidelity. Alongside the leadership team, the PFC serves as the center point of our learning community. The PFC consists of elected parent members and committee leaders who raise funds for the school, promote social interactions, and provide teachers and students with necessary educational resources.

Each staff member fills a leadership capacity through planning and executing a facet of the learning environment. The principal coordinates and facilitates all aspects of these leadership roles. Whether it be planning for musicals, parent training workshops, family reading nights, researching, implementing, and monitoring interventions as part of a Multi-Tiered Intervention Committee, Eisenhower takes a team approach in ensuring the continued success of the school.

The principal takes an active leadership role to ensure that Eisenhower has a safe, orderly, and productive environment that is conducive to learning. Four years ago, the principal co-created a vision and mission of high expectations with stakeholders that ensured all students are on the path to college and career readiness. The principal continuously builds staff capacity to maintain and implement this shared vision through ongoing collaboration, reflection, and accountability. Eisenhower has an established, continuous improvement cycle that uses multiple forms of data and student work to support individual, team, and school-wide improvement goals. Team and building-wide lesson studies support successful instructional change. The principal participates in ongoing monitoring of classrooms, which include informal and formal observations, feedback and provides model lessons and co-teaching opportunities based on best practices that support instructional growth and improvements in student learning.

Often times the challenges presented by teams are the reasons Eisenhower is successful. Eisenhower staff is a family and, like all families, face challenges, conflict, and share pride in celebrations. The principal oversees that grade level and building level teams function with success. She works to ensure that team members understand the value of commitment, contribution, communication, cooperation, and build on individual strengths in order to support growth in teaching and learning.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Perhaps the largest contributing factor to the success of Eisenhower Academy's students is the relationships between teachers. Our teachers work together to create an atmosphere where they feel more like family than strangers who have come together to educate young minds and students are the primary benefactors of this relationship. Working as a family means students always have the benefit of a school-wide team working together to give them the best possible education.

This kind of positive relationship has many advantages for students. Teachers come together and strive for cohesion throughout the grade levels and that is displayed by the use of a linear curriculum. From our bustling first grade classrooms to our studious fifth grade classes, a common academic language is spoken by both teachers and students. Student writing portfolios travel from grade level to grade level to monitor growth in writing and teachers work together across grade levels to create individualized plans to help each student's writing ability grow. During weekly meetings, teachers discuss the needs of other grade levels, study test data, and problem solve to help meet the needs of all students. It is common practice for teachers to observe other grade levels within the building to assure State Standards are being taught in a manner that flow into the following year. Teachers meet in PLCs which are infused into the school day to openly communicate curricular ideas and analyze data. Once a month, teachers collaborate to reflect on school improvement goals and determine what areas need to be revised in order to keep striving for continued success and excellence.

The way Eisenhower teachers work together means that no teacher feels pigeon-holed into working solely with their own grade level team or feels that they have been left behind to work alone. Instead, the teachers come together as grade level teams and as a whole school team to work together for the greater good of students, deepening each child's knowledge and preparing them for college or career paths in the future. These relationships are the source of Eisenhower Academy's success.