

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Susan M Kamphaus

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

Official School Name Eisenhower Elementary School

(As it should appear in the official records)

School Mailing Address 1625 St Marys Road

(If address is P.O. Box, also include street address.)

City Junction City State KS Zip Code+4 (9 digits total) 66441-4038

County Geary County

Telephone (785) 717-4340 Fax (785) 717-4341

Web site/URL https://www.usd475.org/school/ei E-mail susankamphaus@usd475.org

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. Corbin Witt E-mail corbinwitt@usd475.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Geary County Schools USD475 Tel. (785) 717-4000

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 Dr. Ferrell Miller
(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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 17 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
 - 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	28	29	57
1	38	17	55
2	25	23	48
3	32	24	56
4	33	24	57
5	15	21	36
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	171	138	309

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 20 % Black or African American
 - 14 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 49 % White
 - 11 % 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 2015 – 2016 school year: 26%

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 <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	42
(3) Total of all transferred students [sum of rows (1) and (2)]	78
(4) Total number of students in the school as of October 1, 2015	302
(5) Total transferred students in row (3) divided by total students in row (4)	0.258
(6) Amount in row (5) multiplied by 100	26

6. English Language Learners (ELL) in the school: 11 %
34 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Ghanaian, Amharic, Spanish, Flemish, Navajo, Tagalog, Korean, French, Ilocano

7. Students eligible for free/reduced-priced meals: 50 %
Total number students who qualify: 153
8. Students receiving special education services: 25 %
78 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.

- | | |
|--------------------------------|--|
| <u>29</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>7</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>3</u> Multiple Disabilities | <u>5</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 27
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 including those teaching high school specialty subjects	14
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	32
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 18:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	95%	95%	96%	96%
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 2016.

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 No
If yes, select the year in which your school received the award. 2007

15. In a couple of sentences, provide the school's mission or vision statement.
The mission of Eisenhower School is to encourage children to believe in themselves and learn the skills needed to succeed in life.

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

PART III – SUMMARY

Eisenhower Elementary School is one of fourteen elementary schools in Geary County USD 475. Seven elementary schools are in Junction City, two in the outskirts of town, and five are located on Fort Riley Military Base, with two middle schools and one high school. The school district encompasses Junction City with a population of approximately 25,000 and Fort Riley, home to over 35,000 soldiers and dependents. When the Big Red One Division from Fort Riley deploys, it often results in a substantial fluctuation in the population of the area. The mobility of soldiers creates a wealth of diversity as well as unique challenges for families and schools. Teacher turnover is affected because many are military spouses. This is also reflected in our enrollment of 309 as of October 1, 2016, with over 50% of our student body being minority and a mobility rate of 39%. Fifty percent of our students receive free/reduced meals and 25% receive special education services.

Eisenhower opened in 1980 and at that time had one class each for Grades K-3 and four self-contained classes for students with special needs. The following year the construction of the school was completed. This added a second section of K-3 and two classes each for grades 4-6. We became K-5 in 1990. In 2007, a school in an adjoining neighborhood was built, changing our attendance boundaries.

The demographics of our school have changed significantly over the last few years. This has impacted the number of families qualifying for free and reduced lunch. The school's neighborhood is now comprised of older single-family homes, duplexes, low-income housing, and multi-family apartment complexes including a new complex with 574 units. The number of military families needing housing off post affects our mobility rate. Despite the changing population of Eisenhower, we maintain an active Parent/Teacher Association and Site Council, comprised of patrons from our school and community.

Eisenhower serves students in kindergarten (all day) through fifth grade. There are three sections of grades K and 1, and two sections 2-5. We have a media center, music room, and a multi-purpose room, used for physical education, lunchroom and auditorium. Classrooms are equipped with an interactive smart television. Students in grades 3-5 utilize one-to-one devices to assist with online learning and other curricular needs. Four mobile computer labs are available for all grades. Eisenhower is unique because we educate students from the district who have more severe academic requirements. Students identified with moderate to severe Autism Spectrum Disorder or cognitive disabilities are educated in four self-contained special education classrooms. We have one resource room serving students with various disabilities. Social Worker, Psychologist, Speech Pathologist, Gifted Facilitator, Physical and Occupational Therapist, and an English Language Learner (ELL) Teacher are other resources available.

Staff helps meet the diverse needs of our student population. There are twenty-seven certified teachers and thirty-three paraprofessionals and teacher assistants. Sixty-nine percent of our certified staff have their master's degree, with forty-eight percent having additional hours and endorsements. Twenty-one percent of our staff have been teaching less than five years. Fifty-nine percent have fifteen, or more, years in teaching. The classified personnel have either a minimum of forty-eight college credits, have passed an assessment of academic proficiency, or have a college degree.

The atmosphere at Eisenhower is student centered and nurtures the whole child so students can live up to our school motto of "I believe in myself, I can succeed!" We strive to make students better citizens by teaching life skills, while also allowing them to develop talents beyond the classroom. Extra-curricular academic opportunities include the After School Program, and Math, STEM, and Writing Clubs. Fine Arts are developed through Flying Fingers, Recorder Club and Voices in Flight. Emotional and social skills are supported through the Olweus Bully Prevention Program, Second Step, "Safe and Civil Schools" training, mandatory suicide prevention training for staff, small group mentoring and weekly recognition of students who are respectful and follow the school guidelines.

Eisenhower is rich in traditions. These include: the Thanksgiving Banquet, Giving Tree, Chili Bingo, Carnival, Freedom Walk, Walk-a-Mile, Book Fairs, Family Valentine Dance, WINGS Backyard Barbecue, Accelerated Reader Game Day and Bowling, Block Party and Talent Show.

Some of our milestones are The Governor's Achievement Award for outstanding progress in Reading and Math in the years 2005 - 2009, the Challenge Award for successes in 5th Grade Reading in 2005 and Math in 2010, and Blue Ribbon Award in 2007. Following this recognition, schools asked us to share data templates we have created and strategies used. After learning of our Blue Ribbon status, new families have requested attendance at our school. This recognition validated the staff's hard work and provided motivation to continue raising expectations. New staff coming in soon realize there is a high standard of academic performance expectation.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum in each content area is comprehensive and based on national, state, and district standards. Art, music, and physical education integrate content standards as appropriate to the discipline. Teachers work with our library/media specialist to integrate literature, research, and media applications into each content area. The use of technology, including Excel, PowerPoint, webcams, digital cameras, scanners, keyboarding, green screen production, coding, I-station, Accelerated Reader, Front Row Ed, Moby Max, Go Math, and the internet, provide additional instructional tools for meeting goals and extending learning.

The Journeys Reading series (grades 2-5), adopted by our district, uses a combination of the basal text and literature trade books to teach students phonemic awareness and guided reading strategies needed to achieve reading proficiency based on state and district standards for each grade level. Online readers in vocabulary and leveled texts are part of this series. Within this structure, teachers ensure that students can identify each of the reading genres and the text structures inherent in each. Students in need of assistance receive supplementary reading instruction. The program addresses differentiation through remediation strategies, skills development, and small group instruction.

Students in kindergarten and first grade use the Success for All (SFA) reading series. SFA focuses on giving students a solid foundation in phonemic awareness, letter sounds, phonics, and decoding. Comprehension and fluency are addressed throughout and become more independent as the program progresses. It is student oriented and addresses the individual needs of students based on their specific skill levels. Students steadily progress toward higher reading levels.

Eisenhower utilizes the Five Step Writing Process in combination with the 6+1 Trait writing model for grades 2-5. Students learn to prewrite, draft, revise, edit and publish. They are taught the six writing traits and rubrics for a better understanding of the requirements for quality writing. Teachers formally assess one writing sample each quarter, emphasizing a different writing structure to include narrative, expository, technical, and persuasive. Kindergarten and first grades use Lucy Calkins for the writing piece. Instruction is based on Units of Study for teaching writing and includes opinion, narrative, and informational structures. It fosters higher level thinking while developing and refining strategies across the curriculum. while providing scaffolding to support students who struggle with the writing process.

Eisenhower's goal to increase mathematical skills is another focus of our school improvement plan. Engage New York Math challenges the thinking and problem solving skills of students at all levels. The focus is to teach students to develop strategies and algorithms on their own before teachers present specific models. Students learn to communicate and defend their strategies and solutions while learning to be independent math learners. The program has built-in application problems to challenge their problem solving abilities, as well as fluency practice to start each day. The use of consistent mathematical vocabulary allows students to make connections to correct usage and build comprehension. In addition, teachers are encouraged to use other online programs to support the mathematical learning of students at their educational level. Some other resources used in our building are Minute Math, Groundworks, and Roads to Reasoning. We also utilize Rainbow Math, which are timed tests used building-wide, to monitor and reward students for building fact fluency. Students in third through fifth grade are also able to participate in the after school Math Club.

The social studies text is used as a resource in teaching civic learning and the standards set by our state and district. Using themes of Commonality and Diversity, Continuity and Change, Conflict and Cooperation, Individualism and Interdependence, and Interaction within Different Environments, students are taught to view the world around them by making connections to the past and present. Students participate in Constitution Day activities, Kids Voting, and are provided lessons on government structures and civic leaders.

Our district is in the process of adopting a new science curriculum, so in the interim a science task force was formed to create units of study for each grade level that follows the Next Generation Science Standards.

This school year the science task force is piloting science programs to choose a new curriculum throughout the district.

Eisenhower Elementary actively participates in a variety of task forces to ensure the adoption of strong core curricula.

2. Other Curriculum Areas:

Music education is designed to expose students to a broad range of musical experiences. Students are actively involved in using a variety of hands-on materials to make music and learn rhythm patterns. They combine grade levels of students, including self-contained Autism and Functional Life Skills classrooms at various times throughout the year, to give each student at least one performance opportunity. Other opportunities are available for students in grades four and five. These groups meet before school and include Voices in Flight (choral), Recorder Group (instrumental), and Flying Fingers (sign language). They perform at school programs and within the community. Students also perform using techniques and content learned during music class at assemblies and special activities during the school year. Honor Choir is a prestigious select group, part of a larger regional group, that performs for an audience from several surrounding counties.

The physical education curriculum, The Physical Essentials, builds on the health curriculum and emphasizes the need for physical fitness as a part of a healthy lifestyle. The curriculum includes physical fitness development through the components of flexibility, endurance, muscle strength, and cardio-respiratory endurance. Fundamental movement and participation skills are the main focus. In addition, our instructor encourages fitness outside the school day by having students log their physical activities on a calendar. All students are included in a Physical Education program that is presented to the community. Our third grade students participate in a district wide fitness day to motivate students to be active.

Music and Physical Education (PE) teachers integrate core curriculum standards with their respective content standards. Students in grades one through five receive 30 minutes each of Music and PE instruction every other day, while kindergarten receives 20 minutes of instruction in both PE and Music daily.

Art education is offered to students, kindergarten through fifth grade, in our district. In these lessons, a district art teacher comes in monthly to provide inventive art lessons based on art elements such as: line, shape, form, texture, color, value, and space. Students often have works of famous artists to study before doing their own creative piece. The art teacher collaborates with the classroom teacher to integrate literature and other topics being studied in the classroom. The lessons are adapted to the skills of each grade, becoming more sophisticated as our students' abilities grow. These projects are displayed throughout the year in the school and around the district as well as during Schools in Review Week. A select group of students have the opportunity to sell art pieces at a district art show.

The health curriculum was developed locally in cooperation with a diverse group of parents, teachers, and community members using guidelines established by the Kansas Department of Education. The focus is on respect for self and others, and teaches age appropriate information about nutrition, human sexuality, and HIV. First grade receives part of their curriculum from the Kansas State Extension Division. The fifth grade students receive instruction from the Kansas Health Foundation, which covers Human Growth and Development and Puberty. Some of these concepts are reinforced in the DARE program which is taught by an officer from the Junction City Police Department. First grade meets four times for 30 minutes and fifth grade meets once per week for one semester, culminating with the writing of an essay and a recognition ceremony. Second Step Violence Prevention Program and the Olweus Bully Prevention Program provide students with strategies for problem solving and citizenship at all grades levels. Students are taught one of fifteen Life Skills each week.

Eisenhower students have on-going opportunities to experience technology. Students can present their work to peers using a variety of technology. Some of these are: document cameras, SMART TV's, videos, brochures, green screen productions, coding, and robotics. Kindergarten and first grade students use LEGOs for engineering activities and problem solving. Some special needs students use iPads to enhance

communication and learning. Science, Technology, Engineering, and Math (STEM) coaches and Instructional Technology (IT) resource personnel are available to teach activities. These include hands-on opportunities both in the classroom and during special events. Fourth and fifth grade students may participate in STEM Club to create projects from kits or their own designs.

3. Instructional Methods, Interventions, and Assessments:

Teachers use a variety of instructional methods to improve student learning and decrease educational gaps. As staff prepared our School Improvement Plan, to include goals in reading, writing, and mathematics, we looked for specific research-based practices that would have the most impact on student achievement. Students are taught strategies they can use for reading comprehension, writing, and mathematical problem solving.

Multi-Tiered System of Supports (MTSS) is utilized in all aspects of learning. Every regular education classroom has thirty minutes per day for Tier Two and Three instruction. Teachers document strategies being used and monitor progress. When a student's progress indicates the need for more intensive support or testing, this data is used to justify that need. The school MTSS team documents strategies and interventions used during instruction. Students with an Individual Education Plan (IEP) may receive instruction in an alternate setting or support in the classroom from Inter-related staff. English Language Learners (ELL) also receive assistance from either the ELL teacher or an aide.

Student needs are met at Eisenhower with a variety of instructional resources. Some of these materials are features of the Journeys/SFA reading programs. Journeys has built-in spelling and grammar components that include differentiation for students above and below level, as well as ELL. Leveled and vocabulary readers are utilized weekly to aid instruction. In the SFA program, students learn in groups that are geared to their instructional level. Accelerated Reader is used to encourage students to read in and out of school, at their independent reading level. This is monitored to advance students as needed to continue to challenge them. In mathematics, teachers are using Roads to Reasoning and Number Talks to challenge students; including those performing above grade level. We also use a variety of technology-based support to meet the individual needs of students.

After school programs are available to students in all grades. Tutoring is available for students who are struggling and not receiving special education services. A homework help room is offered in grades three through five to assist students who need support. STEM, Math, and Writing clubs offer extension activities to intermediate grade students.

Problem based learning is implemented in many aspects of instruction. Engage New York Mathematics is a problem based program that utilizes real world situations in most word problems. This occurs daily at most levels. Kindergarten and first grade use a Lego program to enhance problem based learning in science and engineering. Through this program, students are asked to solve problems by creating a project that can be used to address a need. Students at all levels have district STEM coaches available to support problem solving in Science, Technology, Engineering, and Math. These coaches collaborate with classroom teachers to plan, co-teach, and provide resources for activities that are student centered.

Explicit instruction occurs in all classroom settings and integrated library lessons. Teachers use modeling to introduce objectives as well as model fluency. Phonics and comprehension strategies are explicitly taught to students in order to give them the skills needed to become independent learners. We use a scaffolding approach to teach mathematics, reading, and writing, so that skills are not taught in isolation.

We use Front Row Ed to assess and practice skills in mathematics. I-Station and Reading Inventory are being used to screen, assess, and instruct reading skills based on a student's level of expertise or challenge. DIBELS is used at the beginning of each year as a screener to determine fluency levels and progress monitoring. Teachers use weekly and quarterly testing to drive instruction. Both formal and informal testing is used in mathematics and reading.

The district has implemented a one-to-one laptop initiative for students in grades three through five.

Kindergarten through second grade students have mobile computer carts available for technology activities and lessons.

As a high performing school, Eisenhower is maintaining levels of achievement by using data to determine instruction and monitor achievement gaps in subpopulations. Teachers compile and update math and reading data sheets. These are used for instructional planning, during staff meetings and collegial groups, and reviewed by administration. In addition, there is a building expectation that students use question stems when constructing answers both orally and in written format.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The mission statement of Eisenhower is, “To encourage children to believe in themselves and to learn the skills needed to succeed in life.” At Eisenhower the atmosphere is student centered and nurtures the whole child so students can live up to our school motto of “I believe in myself, I can succeed.” We strive to make students better citizens by teaching life skills, giving them opportunities to contribute to the community, while also allowing them to develop talents beyond the classroom.

Eisenhower Elementary creates an environment that supports the social and emotional growth of its students through a variety of programs and activities. WINGS (Wise Individuals Nurturing Goals of Success), a non-coercive building wide responsibility training program, recognizes students who have met grade level behavioral expectations, completed class work, and displayed good citizenship. The incentive program relates success in life to responsible and effective behavior. The “Safe and Civil Schools” program has been adopted by Geary County USD 475 at all grade levels. Common area expectations for our campus were determined by staff discussion and consensus vote. The CHAMPS component is used by teachers to explicitly teach behavioral expectations for all activities within their classrooms.

Eisenhower Elementary supports its students’ academic growth through a combination of classroom activities and after school programs. Buddy class activities connect younger students with an older partner. Working in pairs, the students learn, discover, and gain new knowledge. Extension learning for academic topics comes through extracurricular clubs held after school, such as Math, STEM, and Writing clubs. The Science and Arts Fair is an annual event held each spring.

Eisenhower Elementary increases its students’ engagement and motivation by celebrating successes. In addition to the typical quarterly awards for academics and attendance, we have celebrations for students who maintain a C or better in math, meet their goal in Accelerated Reader, or reach their WINGS squadron by the end of the year. State assessment season is lead off with a school wide assembly, and ended with a post-testing celebration. Students look forward to monthly birthday assemblies, when we welcome students and staff new to Eisenhower.

Eisenhower Elementary creates an environment of teacher value by sharing decision making in school policies, and providing many opportunities for staff involvement in committees. Time for cross grade level collaboration fosters collegial community. Successes by any grade level are emphasized and celebrated as the result of teamwork from all.

2. Engaging Families and Community:

Eisenhower Elementary has two primary organizations to engage parents and other community members: Site Council and Parent Teacher Association (PTA). The building Site Council meets six times a year. Its members include the administrative leadership team, parents of students, and people from the community at large. Information shared and discussed includes school events, assessment results, Olweus surveys, other indicators of student progress, district wide updates and changes, and review of professional development activities. PTA brings together school staff, parents, and community members to support our school. These events include an Ice Cream Social, a School Carnival, a Family Valentine Dance, The Overnighter (a night of activities including a sleepover in the auditorium), and bowling as a reward for AR success. PTA funds a day trip to the Eisenhower Presidential Library and Museum for all grades every four years.

An annual Schools in Review Block Party, sponsored in conjunction with the PTA, combines a social activity with the sharing of student progress information, state assessment results, a talent show, book fair, and a potluck/barbecue dinner. Students present information about extracurricular activities. A showing of student art work created during the year is displayed throughout the building.

Eisenhower Elementary has several activities to engage the community and families for student success.

These include social, as well as academically focused events. We partner with senior centers to facilitate monthly intergenerational activities. Members of the community help us celebrate the life and influences of Dwight D. Eisenhower and the founding of Kansas. An annual Giving Tree assembly, held shortly before winter break, encourages students to donate non-perishable food items and toys. These are given to community support programs, including Open Door, Wheels of Hope, Food Pantry, Women's Shelter, and Salvation Army. Role models from Junction City athletic teams, cheerleading squad, and dance team visit Eisenhower Elementary. Our close association with the U. S. Army is supported by the Adopt-A-School Paired Battalion program. Soldiers from the 1st Engineer Battalion act as additional support during activities, such as the Freedom Walk (commemorating 9/11), and Walk-A-Mile (supporting physical fitness). The annual Pennies for Patients drive allows our students to raise money in support of childhood cancer research. Parents volunteer to assist with school events, including Book Fairs, classroom celebrations, and various other activities. Parents are informed of recent and upcoming school events, and issues of concern, through monthly newsletters, Facebook, Twitter, and other modes of communication.

3. Professional Development:

Formal professional development days occur in a variety of settings, including sessions created at the district level, with others determined by individual school needs. Building days allow us to focus on topics that are of particular need, based on assessment results at all grade levels. This includes support of academic content in which we feel improvement is possible, as well as bringing training of district mandates to our faculty and staff. An additional flexible day is devoted to building needs. Semiannual district, grade-level Learning Labs present new information to support academics. Content is delivered by USD 475 personnel and speakers from outside of the district.

Annual Learning and STEM Fairs bring district faculty to a single setting. Topics presented include reading intervention strategies, integration of technology into instruction, continued training for new curricular materials, and advances in pedagogical concepts.

USD 475 is a leader in providing intensive instruction that supports learning and teaching goals for individual teachers. Curricular task forces examine materials to ensure alignment with standards, as well as the development of supporting materials for classroom teachers. Our teachers participate in training provided by district personnel and representatives from publishers for new curricula, procedures, and expectations in math and reading by grade level. Topics in ELL interventions, LETRS, Teacher Expectation and Student Achievement (TESA), and Cooperative Learning are provided to classroom teachers by trained personnel. The Council for Public School Improvement, supported by Kansas State University, brings nationally recognized speakers on current topics in education, including academics, behaviors, and socioeconomic needs.

USD 475 has committed itself, district wide, to improving school climate through implementation of the "Safe & Civil Schools" program. The Eisenhower Foundations Team has attended the core instruction sessions for the previous two school years, leading the school staff in refinement of building procedures and policies. This will continue during the implementation cycle, followed by on-going training and professional development. Faculty members and classified staff will rotate on and off the team. Subgroups of our faculty have attended training sessions directed to their specific job requirements, including positive behavioral supports, interventions, and data gathering.

New teachers participate in the district mentor program for their first two years, partnered with an experienced teacher. All staff involved with the mentor program meet on a regular basis to receive instruction in four domains in the mentorship curriculum: planning and preparation, the classroom environment, professional responsibilities, and instruction.

4. School Leadership:

Our principal's management philosophy is to have the right people in the right position with the resources to do their job.

Eisenhower Elementary School's leadership structure is built around a system of distributed responsibility. Our principal facilitates teams that gather data, monitor student progress, and create professional learning communities. She sets clear expectations, defines the focus of academic priorities, and encourages staff to help students reach their potential. "Kids' learning comes first."

Two teachers function as Team Leaders, serving as contact points between administration and classroom teachers. They advocate for teacher needs, secure supplies and materials, and participate during job interviews.

Our two Student Support Monitors (SSM) assist the principal as the primary contact with teachers for student discipline concerns and behavioral referrals. They have a proactive role in student mentoring, both individually and through the Deployment Group, for students with military parents who are serving overseas.

The Eisenhower Elementary formal leadership team includes an Instructional Coach who models and explains effective teaching strategies, manages student achievement data, mentors teachers, and supports professional development activities.

Fifth grade students earn the privilege of serving on Eagle Patrol, providing support to other students before and after school, and reinforcing the common area expectations. Students in grades two through five are elected to the Student Advisory Council (SAC). Officers are elected once a year, while classroom representatives are selected twice a year. SAC members work together to achieve their group goals.

The implementation of the "Safe and Civil Schools" program has been a major focus of leadership attention and effort for the past two years. The CHAMPS program, a subset of the "Safe and Civil Schools" program, was introduced three years ago, with full implementation into classrooms two years ago. Both programs emphasize the establishment of classroom and building-wide behavioral expectations that support and encourage positive interactions between students and staff, leading to increased student engagement and achievement.

The Kansas Educator Evaluation Program (KEEP2) combines teacher self-reflection, collaboration with the principal, refinement of growth goals, and student achievement data. Periodic classroom observations by the principal and review of student academic growth, as shown by grade-level data sheets and other evidence, document the growth of our teachers.

MTSS Leadership and Intervention Teams work to ensure student progress through monitoring and development of interventions needed by individual students. ELL and special education teachers serve as resources by co-teaching and suggesting instructional and behavioral strategies.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Eisenhower School uses a variety of practices that result in academic, assessment, and socioemotional success. Continual review of academic and assessment data is important at Eisenhower. Teachers maintain data sheets for math and reading which include baseline, quarterly, and unit information. The Student Risk Screening Scale is completed three times a year. Data reflection occurs by administration, MTSS Team, and Collegial Groups. This data determines teaching focus and Professional Development.

Eisenhower students are expected to use a question stem to answer all written responses. A focus is placed on citing evidence. Students are taught to use words like, “I know this because.” In addition, the building expectation includes speaking in complete sentences. Short answers or head nods are not accepted.

Teachers follow designated curricula based on state and national standards. They differentiate instruction to meet needs. Teachers include thirty minutes of daily remediation work with Tier 2 and 3 students. Expectations are raised for high achieving students; often including research, application, or a culminating project.

Staff understands the importance of addressing all learning styles when planning or delivering instruction. Lessons may include paper-pencil, listen and respond, hands-on and manipulatives, or movement. Varying the approach has proven to be successful.

Eisenhower Staff utilizes research based strategies to increase student achievement. Graphic organizers, summarizing, setting learning targets, defining lessons using the CHAMPS model, providing feedback, recognizing effort and success, and working cooperatively are examples of strategies resulting in positive effects on learning.

Technology is used to enhance learning at Eisenhower. Students routinely work on developing keyboarding skills. This has resulted in increased confidence and speed when students create a written paper, research project, or assessment essay. In addition, various online learning programs are used to build fact fluency, improve reading comprehension, and address reading and math standards.

Eisenhower students’ socioemotional needs are met in several ways. Deployment Group meets every other week to support students with deployed family members. The building expectation is that all classrooms hold regularly scheduled Class Meetings, which allow concerns to be shared and solutions created. In addition, the staff is asked to create lesson plans incorporating “bonding” games and activities to use the first few weeks of school and throughout the year. Bully Boxes are stationed in three locations in the school. Students may anonymously submit a concern. Two Student Support Monitors, a Social Worker, and School Psychologist are available for individual or small group mentoring.