

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Nicole Bottiglierio
(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 https://www.joliet86.org/our-schools/eisenhower/ E-mail nbottiglierio@joliet86.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Theresa Rouse E-mail trouse@joliet86.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Joliet Public Schools District 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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Erick Deshaun Dorris
(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.

(School Board President's/Chairperson's Signature) Date _____

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, leave blank.*

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 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.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	21	24	45
2	17	24	41
3	21	22	43
4	14	34	48
5	14	26	40
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	87	130	217

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 15.9 % Black or African American
 - 43.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 34.7 % White
 - 6.3 % 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 2020 - 2021 school year: 6%

If the mobility rate is above 15%, please explain:

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, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2020	225
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish, French, Arabic, ASL

English Language Learners (ELL) in the school: 6 %
14 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 217

8. Students receiving special education services with an IEP or 504: 6 %
13 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	10
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 22:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	96%	96%	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 2021.

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. 2016

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

Eisenhower will maintain a rigorous curriculum for the whole child by providing integrated learning opportunities based on core standards and utilizing assessment to drive differentiated instruction. The Eisenhower community will promote character accountability while enhancing social emotional development through integrating and embracing cultural values.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.joliet86.org/district-info/equal-educational-opportunity-sex-equity/>

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

Eisenhower is designated as a first through fifth grade magnet school in Joliet Public Schools District 86. Students are considered for admission through a comprehensive application process. Parents must complete an application and student survey before being considered for admittance. The application process includes informal and formal test scores, teacher survey, behavior, grades, and attendance. All data is reviewed and scored using a rubric. All data is inserted into a matrix and ranked according to grade level. Next, a teacher committee and the administrator identify students who meet the criteria and align to the mission and vision for Eisenhower Academy. Additional consideration is given to the overall diversity of the student population, including gender and ethnicity when making final selections.

PART III – SCHOOL OVERVIEW

Eisenhower Academy is a magnet school within the boundaries of Joliet Public Schools District 86. Joliet, Illinois is located just forty miles southwest of Chicago and is the fourth largest city in Illinois. Students that attend our program are first through fifth grade students, ages 6 to 11 years old. Our eager learners come from a variety of cultural backgrounds and neighborhoods within the city of Joliet. To ensure a strong community among parents, teachers, administrators, and students, our school expectations, newsletters, information and updates are provided in the native language of our families. The students of Eisenhower Academy strive to grow and learn daily. Students are heard chattering in the hallways before school with classmates discussing a book they are currently reading or sharing excitement over the science experiment that will be done in class that day. They are motivated and excited to learn as they invite administration and other staff members into the classroom to learn along with them. Likewise, the teachers and support staff strive to grow continually through professional development, book studies, and collaboration with other educators to meet the ever-changing needs of all students. Eisenhower Academy approaches education on a community level by involving all stakeholders as essential pieces to the puzzle of education.

Eisenhower Academy has a strong commitment to a well-rounded education. The Eisenhower curriculum places a strong emphasis on the whole learner with integration of multicultural education. It is encouraged to celebrate groups who may be underrepresented. Each classroom focuses on literature and meaningful quotes during the morning announcements to celebrate important and well-known individuals who have made an impact in the world. Students learn the importance of social emotional learning and interpersonal relationships through our Second Step curriculum and morning meetings. Daily lessons focus on kindness, problem solving, the growth mindset, goal setting, and emotion management. Our students follow the classroom management framework of the CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) curriculum, which is a building-wide framework for modeling and implementing expectations of acceptable classroom and building level behavior and procedures. When students follow these expectations, they can earn a variety of school/classroom incentives such as field day, choice of prize in the treasure box, extra recess, treats, etc. Students and teachers work together during our WIN (What I Need) time for differentiation in the classroom. This is a daily 30-minute block for students and teachers to work independently or in small groups on a variety of skills/concepts that require reinforcement. This is also a time for our higher performing students to challenge themselves with enrichment activities that will encourage independent and critical thinking. Eisenhower is a learning community that believes in serving our local community. Students lead service learning projects by creating flyers, writing, and presenting daily announcements to the whole school, as well as collecting and sorting donations. Some examples of service projects include creating and delivering valentines for veterans, food drives, and winter clothing drives for local shelters.

Our school community provides a plethora of creative/innovative opportunities for students and parents. Eisenhower Academy offers a variety of after-school programs for students to extend the learning beyond the school day. Our after-school offerings include, but are not limited to, Reading Rainbow (a multicultural literature and arts program), STEM Club (focus on science, technology, engineering, and mathematics), Art and Drawing (emphasis on encouraging artistic expression) and Camp Fitness (focus on healthy lifestyle). We have high parental involvement at Eisenhower both academically and socially. Parent sessions are offered throughout the school year both in-person and virtually. Parents attend these sessions to increase their knowledge about math and ELA resources and curriculum, technology tips, student social-emotional development, test anxiety, coping strategies, and self-care at home, as well as information sessions regarding the student science fair. These informational sessions are presented by teachers and other professionals in the field. Families also gather at Eisenhower for events such as Fall Supper, Fun Run, Fun Fair and Candy Bar Bingo. These events allow bonds to be created amongst families and staff.

Technology integration is a very important component of the learning environment at Eisenhower Academy. All Eisenhower students have been provided with 1:1 devices. During the 2020-2021 school year, teachers continued to provide remote assignments, asynchronous instruction, and small group learning. Conferences and parent sessions were offered virtually to help with parent work/childcare schedules. Parents were and continue to be notified with updates and information pertaining to COVID-19 protocols via Remind

messages, newsletters, and emails. Technology is integrated into our curriculum and instruction as we create a personalized learning environment for our students. Students create a variety of interactive classroom projects using technology tools that include EdPuzzle, Kahoot, Google Forms, Padlet, SeeSaw, Storyboardthat, Kami, and Flipgrid, just to name a few.

The National Blue Ribbon School award from 2016 has given our school widespread recognition and exposure. This allows and encourages families to pursue our school as an academic choice for their child/children. A school that has received an award of this magnitude is helpful as an option for student growth and development in the community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Data-driven instruction is the heart of Eisenhower’s curriculum. Teachers deliver curriculum to students using the Illinois Learning Standards Standards and participate in weekly Professional Learning Communities (PLC) to prepare our students to be active citizens. These lessons are differentiated to meet individual learning styles based on common formative assessments (CFA) and summative assessments. Data from State of Illinois and the Joliet 86 district normed summative and formative assessments such as Renaissance Assessments given three times a year, Illinois Assessment of Readiness (IAR), as well as team created unit assessments inform instructional planning, interventions, and enrichment in language arts and math. Our school district participates in the International Center for Leadership in Education data teams framework. Each trimester our grade-level teams participate in data challenges throughout the year to monitor learning, drive instruction, and reflect on effective strategies. Beginning in early 2020, all students at Eisenhower Academy were 1:1 with Chromebook technology and supporting learning management systems, Seesaw for primary grade, and Google Classroom with digital agendas for the intermediate grades. Through the integration of the Renaissance Suite of instructional tools, teachers are able to create a cohesive instructional plan across a variety of platforms. This allows for whole group instruction and frontloading of materials, mid level practice, and remediation of skills the students continue to struggle with. The Suite includes Accelerated Reader, Freckle, MyOn, Renaissance Assessments, and customized content. These adaptive programs drill down into the focus skills needed for individual students across the content areas.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Our English Language Arts (ELA) follows a balanced language and literacy framework for literature and content areas. This framework embraces the Illinois State Standards through the identification of priority standards that are addressed in phonics, phonemic awareness, word study, interactive read alouds, mentor texts, guided reading, independent reading, interactive writing, shared writing, and independent writing.

Eisenhower Academy builds a culture of student-led discussions. 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. Students' individual needs are also met using a variety of programs such as Foundations, a phonics program, where the units are scaffolded to ensure mastery of the skills. Additional programs such as Freckle and myON reading programs adapt to each student's reading comprehension within the program, as well as integrating Renaissance Assessments' progress monitoring data. Read Naturally fluency intervention is assigned to those students in younger grades to boost comprehension. All students are enrolled in learning management systems (LMS) such as Google Classroom or Seesaw, to support both the whole group and small group Language Arts curriculum delivery.

This year several Eisenhower teams are implementing a pilot of the comprehensive English Language Arts curriculum Wit & Wisdom by Great Minds. This program combines highly engaging instructional routines with high quality texts and multimedia options to grow students literacy skills throughout the year. Wit & Wisdom students are invited to read content-rich and complex texts that build their knowledge of important topics as they master literacy skills. Core texts are wide ranging, varied, and provide a careful balance of literary, informational, and fine art texts. Students participate in instructional routines including chalk talks, jigsaw, socratic seminars, tableaux, mix and mingle, and many more. Wit & Wisdom leads students to develop reading, writing, speaking and listening, vocabulary, and language skills.

1c. Mathematics curriculum content, instruction, and assessment:

Problem solving using challenging math tasks is the nucleus of our mathematics program. Eureka Math is used by all grade levels within Eisenhower Academy, and allows students to connect mathematics to engaging, real-world problem solving. The eight mathematical practices are addressed at various levels of Depth of Knowledge (DOK) to strengthen the level of mastery. 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, including the use of concrete and virtual manipulatives 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. The addition of Equip/Insync online assessment platforms align with the curriculum and provide data for student groupings.

In whole groups, small groups, and math workshops, students engage in mathematical 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 into each math teaching block. Supplemental resources utilized in our math curriculum include technology programs such as Zearn, Freckle, Xtra Math, and Great Minds resources which enhance students' interactive learning opportunities.

Teachers have ongoing access to a mathematics instructional coaching program that supports teachers in planning, preparation, and assistance in crafting instruction to meet the needs of the individual student. Instructional coaching support also includes collaboration surrounding data analysis, curriculum modifications, support resources, and provides professional learning specific to Eisenhower Academy mathematics instruction.

1d. Science curriculum content, instruction, and assessment:

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. Traditionally, an annual science fair is held to showcase fourth and fifth grade students' understanding of the scientific method and their investigations and experiments. However, because of the coronavirus pandemic, our school has adjusted to hold a school-wide Science Carnival to reinforce the importance of science throughout the grade levels. Projects include making clouds in jars, lego construction, dissection of owl pellets, and more.

STEM kits provide further exploration with engineering design and testing of practical everyday items. 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. The school adapted its curriculum and instruction to deal with the current operating schedule by inviting field experts to conduct virtual presentations and Q & A sessions such as Anna French with ZooLabs, a British animal classroom encounter company, presenting various animals and their habitats. Also, Aislinn Baltas, from New Castle University, talked about human impact on ecosystems throughout the world.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Problem-based inquiry units in social studies follow the Illinois Learning Standards (ILS) and focus on concepts that are presented to students in an essential question that must be researched for solutions and understanding. 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. Students learn a variety of units of study to include food instability explored through the lens of harnessing the power of community groups in student-led food drives. 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. The issue of water rights in foreign lands and at home challenged students to look into ways they could inform the public about possible solutions.

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 tools such as Flipgrid, StoryBird, Loom video, the Google Suite presentation applications, Canva, and StoryBoard That are used to enhance student learning experiences by filming infomercials, building photo journals, and creating podcasts, newspapers, pamphlets, and brochures.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Our Fine Arts Program consists of Art and Music instruction delivered by specialists in the field for grade levels K-5 on an eight school day rotation schedule. The curriculum follows the Illinois State Standards and is scaffolded through the grade levels to expand on their knowledge of the subject content, tools/instruments being used, and integrated throughout the curriculum with Elementary Fine Arts (ELFA) and Math subjects areas. Bridging the gap between home and school, Google Classroom and Seesaw platforms are updated providing virtual e-learning resources for students in and out of the music and art classroom. It is extremely important that students understand and participate in one of the biggest parts of art and music: collaboration. Some examples of these integrations include the making of instruments in art class and then using those instruments in music class. Students' knowledge is supported in and out of the classroom by the avid use of technology. Technology is also being integrated in the arts program to broaden students' knowledge to include movie making and sound effects within projects. Our music and art students show exemplary levels of understanding in comparison to other programs because we support application and transfer of knowledge. Students learn about how art and music can apply to other core subject areas, as well as, to their culture and individual backgrounds at home. Cross-curricular teaching helps reinforce skills students need for not only music and art, but in their daily work every single day.

Eisenhower also offers band and orchestra to our fifth grade students. Music lessons for band and orchestra are held during the school day and once a week after school. Students perform multiple times throughout the school year during concerts and events held throughout the district. Many of our student musicians continue their music education in junior high and high school and some students even perform in Joliet-area music ensembles.

Eisenhower's physical education program increases fitness time and raises an awareness of how exercise impacts the human body and brain function. Students participate in team and individual activities. The program aims to develop students' personal and social responsibility, self-management skills, and ability to make informed choices. The overall goal of this program is to help students make responsible lifestyle choices that directly impact his/her health and well-being.

Students are immersed in character building daily through our Second Step Program. Units of study in Second Step include, but are not limited to, Empathy, Emotion Management, and Problem Solving. We also celebrate and acknowledge monthly character traits throughout the school building. Our fifth grade students facilitate mentoring of our first grade learners, both academically and socially, assisting with projects, buddy

reading, and recess activities. Students in all grade levels experience core values through integrated experiences in the curriculum and school hallway displays.

3. Academic Supports

3a. Students performing below grade level:

Through the use of Multi-Tiered System of Support (MTSS) instruction, our students are exposed to a tiered needs approach to teaching. Based on individual student needs, assessed through monthly Renaissance Assessments' progress monitoring and Foundations unit tests, students are provided tiered instruction that aligns with any current deficits and additional supports with the ongoing curriculum. The MTSS ELA supports that are included in this tiered instructional plan include Leveled Literacy Intervention (LLI), Read Naturally, and a double-dose of Foundations instruction.

Eisenhower Academy utilizes a Response to Intervention (RTI) model for students who require additional support. In this model, students' needs are met based on the creation of an individualized plan to address specific standards and skill sets. Students in Tier 2 have their data monitored closely while staff, parents, and students are involved in open lines of communication of the plan and the goals set forth. Students and staff together discuss goals and strategies. If a student is unsuccessful in Tier 2, the Problem Solving team convenes to discuss adjustments and the potential need to increase the support being provided. Eisenhower has three paraprofessionals that are trained and work specifically in their given grade level set (1st/2nd, 2nd/3rd, and 4th/5th). The paraprofessionals assist in planning and preparing supplemental instructional activities in Reading and Mathematics. They utilize programs such as Leveled Literacy Intervention, running records, FUNdations, Read Live Naturally, and Great Minds Eureka Math to support students and reinforce necessary skills. The paraprofessionals meet with students in a variety of ways, such as one-on-one or small groups, whatever is deemed appropriate. These groups are flexible, as standards are taught and new data becomes available.

3b. Students performing above grade level:

Teachers plan for and differentiate instruction for students performing above grade level. This comes in a variety of different methods and is best assessed off of the pre-tests that are given to students prior to instruction beginning. For students that show mastery, they are provided enrichment activities, such as class and research projects building terrariums to represent earth's layers, extension activities, and writing lessons where students assume the role of a journalist and produce a mini newspaper. Teachers also utilize Freckle's inquiry-based lessons where students review a concept and are presented with a problem. The students then develop the question for the problem, solve the problem, and share out their solution. Students are also offered choice boards with different ways to demonstrate their understanding. Collaboration is another key strategy that is used for students performing above grade level. Collaboration allows students to challenge themselves in unexpected ways by exploring ideas and different points of view. Students and teachers engage together in continuous goal setting which has proven to build student confidence and increase their success level.

3c. Special education:

Eisenhower parents, teachers, and administrators work closely with students to ensure that all accommodations and modifications specified in IEP or 504 plans continue to be provided and clear expectations are set from the first day of school. Eisenhower utilizes an inclusive learning environment. It is important to the Eisenhower culture that engaging and challenging lessons are created and accessible to all students. Eisenhower utilizes a wide variety of techniques that ensure all students understand the content and instruction of the lessons being taught. The differentiated instruction offers multiple assignment choices to better fit the learning styles of Eisenhower's general education and special education students. Eisenhower is continuously using formative assessments to identify where students are in their understanding of concepts, as well as what they still need to learn. Our Eisenhower teachers adjust their elements of a lesson from one group of students to another so that students who may need more time or a different teaching approach to grasp a concept get the specialized assistance they need, while students who have already mastered a

concept are assigned an enrichment activity to further push their critical thinking. When Eisenhower differentiates instruction, teachers often assign different reading levels based on a student's ability, offer reading groups to review learned material, or utilize one-to-one instruction for those struggling. Often teachers at Eisenhower give the entire class the option for completing an assignment in a modality that differs from the traditional essay such as a comic strip or illustration, slideshow, creative video, skit, webpage, or oral presentation. Giving students the ability to demonstrate their knowledge in a format that is most comfortable can remove stress and deepen learning. Students with disabilities in the Eisenhower environment are complex learners who have unique needs that exist alongside their strengths. Incorporating the strengths of each student in a classroom is important to create a successful, enriching environment that can teach both the general education and special education students.

3d. English Language Learners, if a special program or intervention is offered:

English Language Learners (ELL) at Eisenhower work inclusively in the general education classroom. Teachers and administrators utilize the Ellevation Platform to view students ACCESS test scores, identify areas of strengths and areas for growth, and provide customized lessons based on areas of need. ELL students are progress monitored and goals are reviewed monthly. The Ellevation platform additionally assists teachers in planning and preparing for delivering instruction by providing strategies and modules that best support the needs of the learner. Strategies are provided in the areas of reading, writing, listening, and speaking. There are also activities aligned within the platform to specific learning standards that can be used to target instruction for our ELL students.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Fostering a safe, caring, creative positive learning environment for our students is what the Eisenhower Academy staff strives to obtain. The framework outlined by Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS) Classroom Management Program is implemented throughout the school which promotes cohesive daily expectations and routines allowing for minimal discipline disruptions. SOAR (Safe choices, Own your actions, Act responsibly, and Respectful to others and self) tickets are utilized to recognize positive student behaviors and remind school staff to look for and recognize students' choices. Monthly incentive activities are planned based on student voice. SOAR Tickets and CHAMPS acronyms enable all educators in the building to use common, consistent language, and the visual reminders promote self-implementation of the ideas.

Students have the opportunity to lead the school in the daily Pledge of Allegiance and Children for Peace Pledge over the school intercom, throughout the school year. The Children for Peace Pledge was adopted by the Joliet Public Schools District 86 to promote positive interaction and acceptance of others throughout all schools in the district. The morning announcement concludes with a positive, motivating quote.

Responsive Classroom Morning meetings have been implemented in every classroom to address students' social-emotional learning while building a strong sense of community. Every morning teachers gather their students in a circle to interact with one another and begin their day in an optimistic and reflective manner. Students are given time to share while the remaining students practice active listening and ask follow-up questions.

Our school district utilizes the Devereux Student Strength Assessment (DESSA) for all District 86 students. The DESSA System is a comprehensive system used to assess, inform, and improve the social and emotional skills of children. Eisenhower students are rated by their teachers in the fall and the winter to assess the social emotional competencies of each student. To increase and enhance students' social emotional competencies, we look at all students' scores, not specifically targeting students in need, but rather viewing the systemic approach to continued growth and development.

During the pandemic, Eisenhower students experienced a greater sense of loss in the community and relationship they had come to know which prompted the implementation to increase our responsiveness to the social emotional and relationship building skills. Students were afforded the opportunity to participate in virtual weekly "lunch bunch" groups joining their grade-level team members in an effort to increase socialization, comradery, and enhancing the climate of the virtual platform.

2. Engaging Families and Community:

Eisenhower Academy values community partnership and firmly believes the school as a whole is only stronger when stakeholders are invested in educational and social-emotional outcomes. Parental and community involvement have always been an integral part of Eisenhower Academy's success story.

In order to ensure families are active participants in their child's education, multiple methods of communication and involvement are utilized and encouraged. Parents receive monthly Eisenhower Academy newsletters, as well as updated information through various digital platforms such as Remind, Google Classroom, SeeSaw, Aspen, Facebook, and Twitter to engage in two-way communication and share upcoming events, student successes, and school achievements. Parents have online access to their student's grades through the family portal app in our student information system allowing them to stay fully informed of their children's successes and academic needs.

To assist students and families outside of the school environment, Eisenhower Academy staff offer monthly parent workshops to help support their child academically, socially, and emotionally. Common Core math, reading and writing practices, supporting social-emotional growth, bullying and peer conflict, and emotional

growth are a few of the topics covered in the workshops offered to the parents. Parents attend open house and parent/teacher conferences in the fall and spring to discuss their student's growth and learning expectations. Eisenhower Academy has had 100% parent attendance consistently each school year.

Eisenhower Academy has a thriving parent-teacher organization even throughout the pandemic! Our Parent Faculty Council (PFC) traditionally hosts events and fundraising efforts throughout the school year. This past year has afforded PFC the opportunity to "think outside the box" and ensured students received a grand end-of-year celebration with drive-by school parades, virtual celebrations, and increased parenting networking to keep our families connected. The group meets monthly to discuss building needs and ways to enrich student learning. Events include Hamburgerseria, Fun Run, holiday classroom celebrations, and teacher appreciation week. The various fundraisers enable the PFC to purchase resources to enrich student learning at Eisenhower.

Perhaps one of the strongest sources of parental input comes in the form of our annual online survey, 5Essentials Illinois Survey, given to parents, staff, and students. Through these anonymous responses, stakeholders can reveal their true feelings and concerns about events, programs, and happenings in our school during the year. We always have at least a 90% participation rate in the survey. Parents have responded they appreciate the opportunity to have their voices heard concerning their child's educational environment.

3. Creating Professional Culture:

Eisenhower Academy is a perfect example of Joliet Public Schools District 86's core value: A staff committed to excellence. This commitment is made stronger because the administrator strives to create a school environment where teachers and staff feel valued and supported while highlighting the individual craftsmanship of the art of their teaching. Teachers are encouraged to expand and strive for methods beyond the district platform to enhance and foster independent learners for life. These efforts can only be met through endless hours of collaboration, research, and communication of which our staff has become accustomed to delivering.

Through the Professional Learning Communities (PLC) model, Eisenhower Academy allows teachers to focus on learning, collaboration, and student growth. During each staff meeting successes are celebrated to increase motivation and confidence. The PLC model allows our staff to highlight best practices and share innovative ways to foster learning and student growth. Members are able to bring their expertise to the team while building strong relationships to establish a family-like bond creating a strong student focused learning environment.

As shown by research, the greatest impact on student achievement comes from effective teaching. At Eisenhower Academy, it is our responsibility to provide relevant standard-based, evidence-based, innovative, and engaging teaching strategies on a daily basis yielding high student performance. Through the use of the Joliet Public Schools District 86 curriculum framework, Illinois State and local assessment data, professional development is able to be tailored to students' academic needs.

Through the staff collaborating with grade-level teams, both above and below, there is an understanding of progression of standards and instructional practices. Grade-level teams write SMART goals to track student progress and growth in specific areas targeted by the leadership team. During weekly PLC meetings, ongoing professional development is provided through mentoring from district literacy and math instructional coaches, expert training, and classroom observations with ongoing dialogue.

Ongoing educational opportunities for growth are afforded to staff through the collaborative efforts of Administration and the Professional Development Alliance in Joliet to provide our staff with tailored professional development opportunities at no cost through the partnership to allow for integrated innovative and progressive instructional practices. Eisenhower staff participates regularly through district-initiated professional development and ongoing coaching support in the areas of ELA, Math, EL, and Technology. The continuous efforts to increase professional development, as well as collaborative integration of the

coaches and specialized staff, have led to the academic rigor and excellence known to the students and community of Eisenhower.

4. School Leadership:

A successful organization is shaped by strong leadership, and a school is no different. Our students thrive because our community leads by example, and at the forefront is the School Principal. Leadership has embraced and nurtured a teaching staff that shares commitment to excellence and holistic educational experiences. Parents, students, and staff are inspired to keep our commitment to excellence and student centered achievement at the forefront before, during, and after a global pandemic.

During the past year it has been clear that school leadership comes from all individuals associated with Eisenhower Academy. Parents and educators, as well as administration have strived to bring together in a collaborative open system, ways to honor academic excellence while promoting social emotional skill sets, and comradery. Building Leadership Team (BLT) is composed of the building administrator and multi-grade level teachers who meet bi-weekly to review the school goals, student achievement, and growth data while incorporating district-held expectations related to learning. The BLT is charged with ensuring all members of the school community are kept apprised of progressions, advancements, and upcoming events. The Parent Faculty Council (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. The BLT, in conjunction with PFC, is the nucleus of our learning environment.

Students became leaders within their Zoom classrooms, often in breakout rooms supporting one another in the new norm of life, and learning while collaborating and advocating for ways to maintain and enhance the program as they know it. Upon returning to in-person learning, students were able to reestablish the leadership opportunities for our upper grade students to mentor and guide the younger students in the building through our lunchtime helps, reading buddies, and dismissals partners. Students have become empowered to retain a place on the main school bulletin board where they have begun to inform others of activities, events, guidance, supportive statements, and an area for suggestions so that all voices are heard.

Each staff member of Eisenhower plays an integral role in the learning environment with the Principal coordinating and facilitating all aspects of these roles. To be the new Principal of a highly ranked school prior to a pandemic and ever changing expectations and demands, there continues to be an unwavering cycle of growing and learning amongst all stakeholders.

5. Culturally Responsive Teaching and Learning:

Eisenhower Academy is on a journey of cultural proficiency through exploring and embracing the diverse needs and backgrounds of our students, families, and staff. The Eisenhower community promotes character accountability while enhancing social emotional development through integrating and embracing cultural values.

The Eisenhower administration engages in professional development with principals across the school district and state that is centered around culturally proficient leadership and reflecting on the practices within our building. Leadership partnered with the Professional Development Alliance to provide professional development opportunities to Eisenhower staff members on topics such as addressing race, equity, and inclusion, filling the achievement gaps in Math and ELA, and culturally responsive teaching strategies to enhance student academic achievement. Eisenhower staff members also hold district committee positions within the District Equity Team. Through the support of our building level equity team, a plan was developed and strategies were implemented based on assessing culture, valuing diversity, managing the dynamics of differences, adapting to diversity, and institutionalizing cultural knowledge. Staff participated in creating a school-wide “why,” completed cultural competence assessments, and personal reflection upon activities completed in staff developments. Staff continues to engage in a book study on culturally responsive teaching and the brain. When planning for instruction, academic, demographic, and background data is utilized to ensure we are addressing the needs of all students.

Students engage in rich, cultural texts that are embedded in the curriculum as well as highlighted authors in our library during specific months of the year. School-wide events such as door decorating, family heritage projects, and cultural portraits also encompass teaching and learning at Eisenhower.

When addressing current events of social movements that impact students, staff strategically utilize anti-bias building blocks curriculum, which provides opportunities for students to explore ways to reflect on their identity, understand and appreciate differences, while supporting students to take leadership roles in promoting equity in the school and their communities.

Students are encouraged to engage in restorative justice practices and the use of “I” statements when matters of exclusion or lack of acknowledgement of differences becomes present. Students are exposed daily to the Second Step curriculum, which is designed to promote the social emotional development, safety, and well-being of children. Through these exposures, students demonstrate increased social competencies, independent problem solving, and an acceptance and celebration of the presence of the cultural diversity that embodies Eisenhower Academy.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The success of Eisenhower Academy's students directly correlates to the relationships amongst the district, administration, teachers, students, parents, and the community. We believe that our success is due to strong relationships with students and staff that enhance student motivation and promote learning. Our students have access to strong relationships, which allows for greater engagement academically and socially. Our staff express care, challenge growth, and provide support throughout the learning process for all stakeholders.

Eisenhower teachers foster and enhance student motivation through daily instruction and interactions that provide students with meaningful purposes for their learning, high quality feedback, and opportunities for parent engagement. Staff utilize and share strategies for growth mindset and students are encouraged to reflect and guide their learning based on teacher feedback and goal setting in partnership with their families.

Relationships amongst the staff in the building set the tone for strong, working collaborative relationships. Grade levels meet to discuss academic and social goals that are set within the building. They analyze test data, assure State Standards are being taught in a manner that flows into the following year from grade level to grade level, communicate curricular ideas, and embrace student needs. 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. These relationships in planning and implementing instruction allows for a cohesive and successful learning environment, not only for students, but for families to engage in their child's progress as well.

Student feedback on the 5Essentials survey from the 2020-2021 school year illuminates the idea of the importance of relationships to our students. Students overwhelmingly identified that their teachers made them feel comfortable, respected, and their ideas were valued. The survey results also indicated that students felt they were challenged by their teachers through supported feedback and reflection to enhance their academic potential which in turn motivates them to achieve their highest potential.

Eisenhower students, along with all stakeholders, develop strong, lasting bonds that strengthen year to year as we continue to work together for the greater good of the learning community, deepening each child's knowledge and sense of self, while celebrating every accomplishment.