

The Pledge of Allegiance



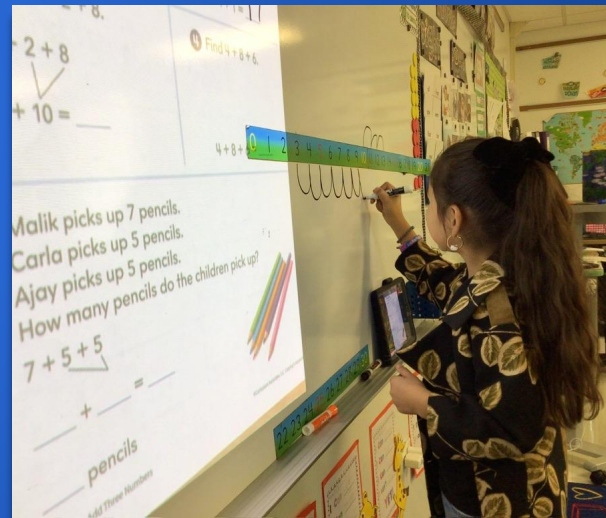
**“I pledge allegiance
to the Flag of the
United States of America
and to the Republic for
which it stands, one
nation under God,
indivisible, with liberty
and justice for all.”**



State of the School

“Engage ALL students in experiences that inspire EACH to grow as learners, individuals and community members.”

#Proud2BD23



Presentation to the Prospect Heights Board of Education

School Improvement Committee Team Members

Eisenhower School Improvement Committee Presentation December 12th, 2024

Alex Ayala - Kindergarten & First Grade School Psychologist

Nicole Berry - Early Childhood Team Leader

Kristen Derrico - Kindergarten Team Leader

Barb Forst - Special Education Teaching Assistant

Kristen Herzog - Reading Support Specialist

Shawna Hoots - Early Childhood School Psychologist

Julie Mullaney - First Grade Team Leader

Christina Pufundt - Learning Behavioral Specialist

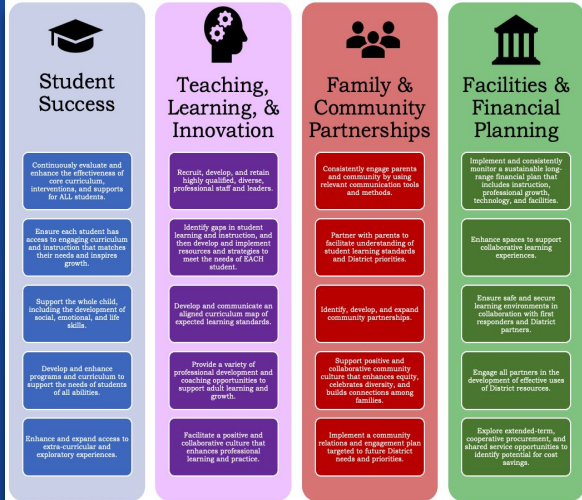
Lisa Schmidt - Instructional Coach



School Improvement Goals 24-25



- Provide professional development on grade level team adaptive school strategies and MTSS PLC Teamwork that identifies and addresses gaps in each student's learning and instruction through targeted planning of resources and strategies. - Student Success and Teaching, Learning & Innovation (1.2, 1.3, 2.2, 2.5)
- Provide professional development on enhancing our culture of belonging through equity and inclusion, culturally responsive and trauma informed practices, and MTSS/PBIS social-emotional and behavioral Tier I, II, & III interventions that support the whole child. - Student Success and Teaching, Learning & Innovation (1.3, 2.4)
- Provide professional development through peer observations and discussions on engaging instructional activities and strategies using newly adopted Creative Curriculum and Mystery Science curricular materials - Student Success and Teaching, Learning & Innovation (1.1, 1.2)
- Provide professional development on expanding a culture of belonging and equity among students, staff, and our families through engaging family events, volunteer opportunities, and collaborative learning environments/practices . - Student Success and Family & Community Partnerships and Sustainable Resources (3.5, 4.2)



5 Essentials Survey Data

For 2024, Dwight D Eisenhower Elem School is **well-organized** for improvement

Collaborative Practices	99 Very Strong
Quality Professional Development	99 Very Strong
Teacher-Teacher Trust	92 Very Strong
Collective Responsibility	81 Very Strong
School Commitment	69 Strong

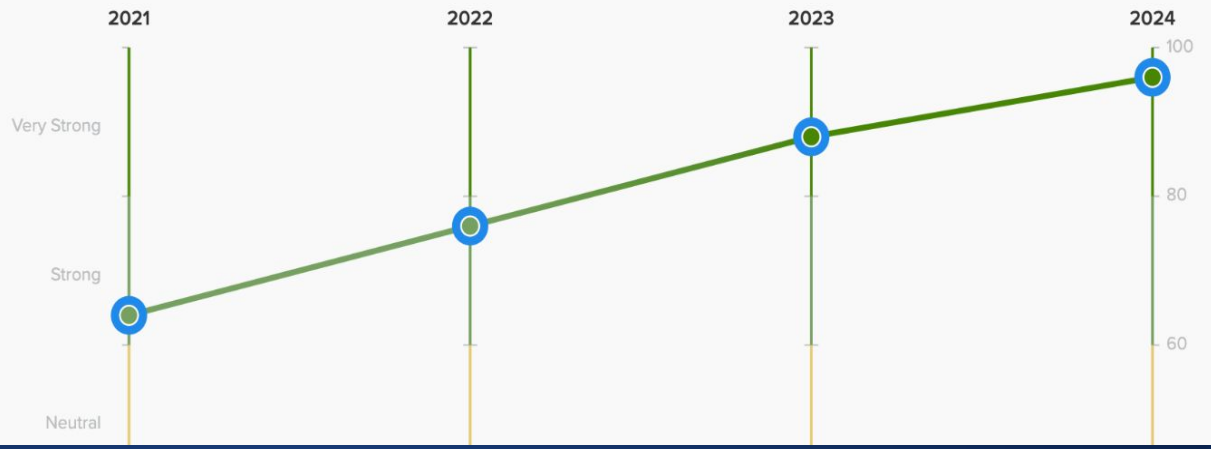


Involved Families - Family & Community Partnerships

5Essentials / Involved Families Parent Involvement in School

DATA RANGE

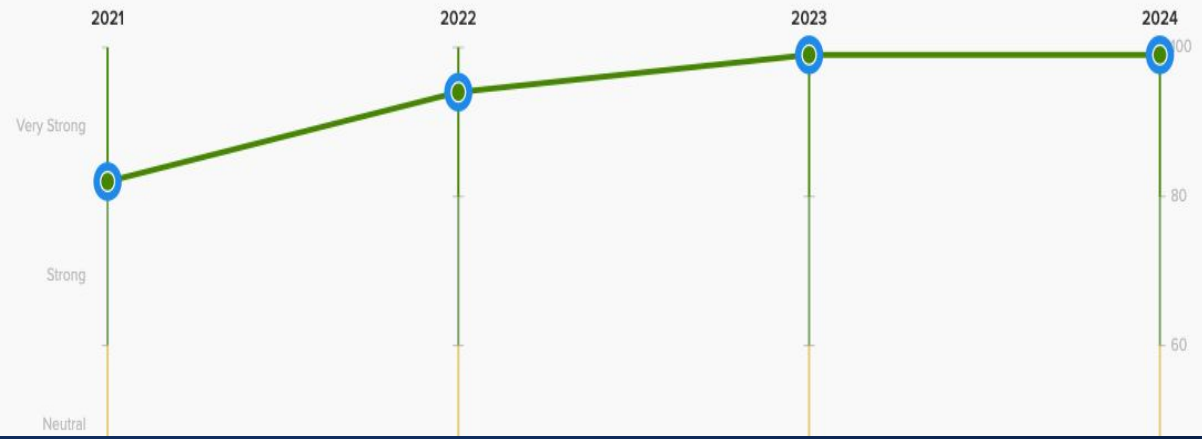
- 1 Year Performance
- 2 Year Change
- All Year Trends**



5Essentials / Involved Families Parent Influence on Decision Making in Schools

DATA RANGE

- 1 Year Performance
- 2 Year Change
- All Year Trends**



Collaborative Teachers - Student Success

5Essentials / Collaborative Teachers

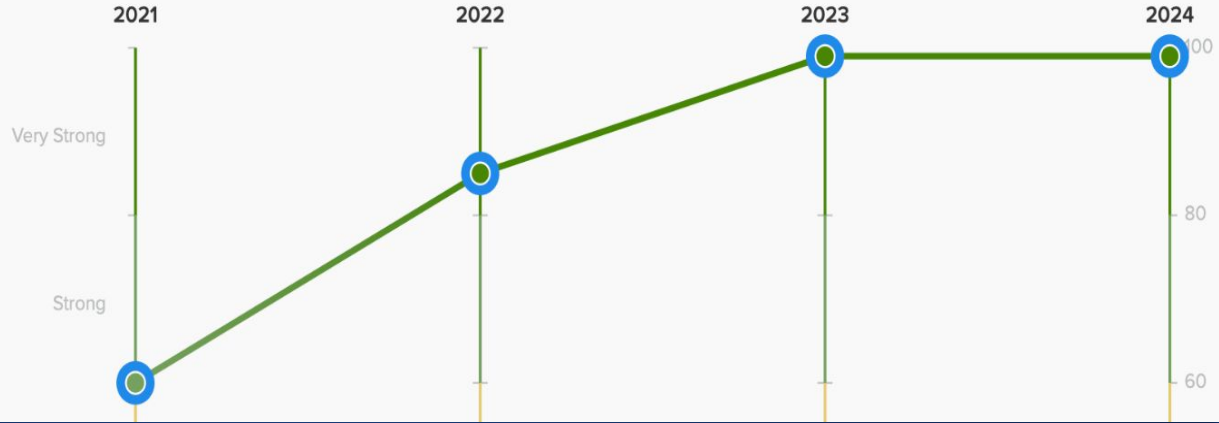
Collaborative Practices

DATA RANGE

• 1 Year Performance

• 2 Year Change

• All Year Trends



5Essentials / Collaborative Teachers

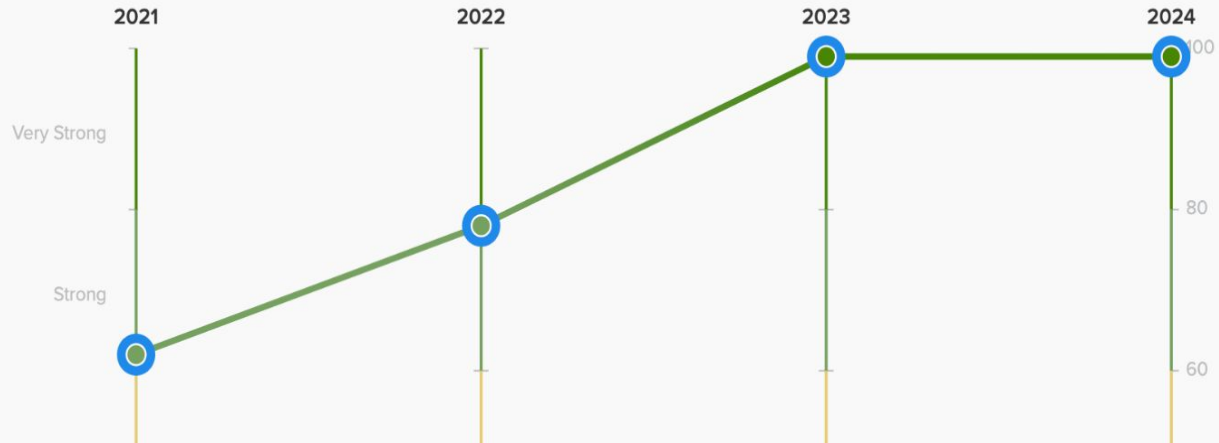
Quality Professional Development

DATA RANGE

• 1 Year Performance

• 2 Year Change

• All Year Trends

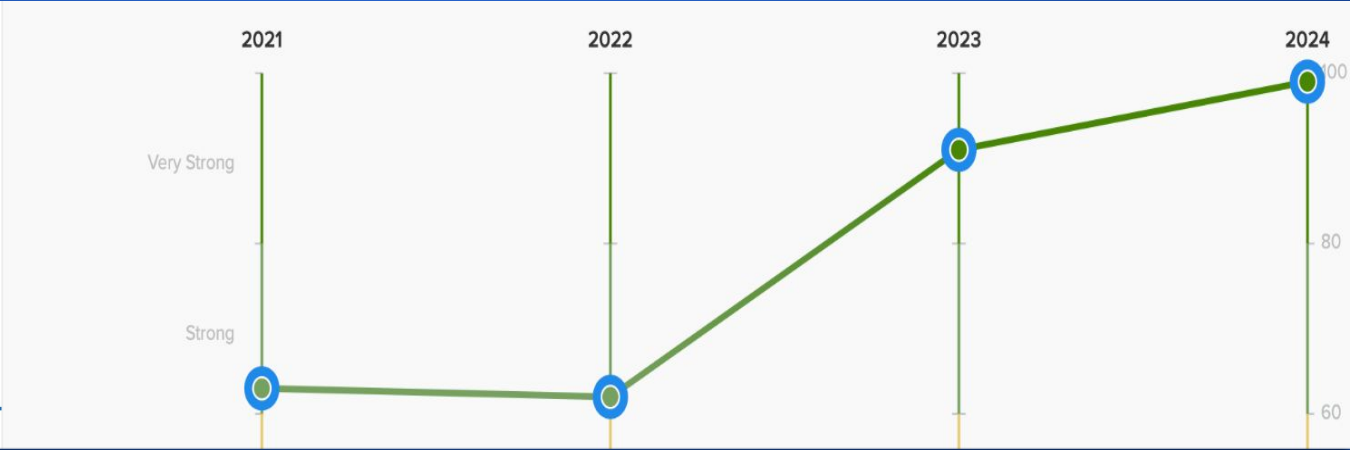


Effective Leaders - Teaching, Learning, & Innovation

5Essentials / Effective Leaders
Instructional Leadership

DATA RANGE

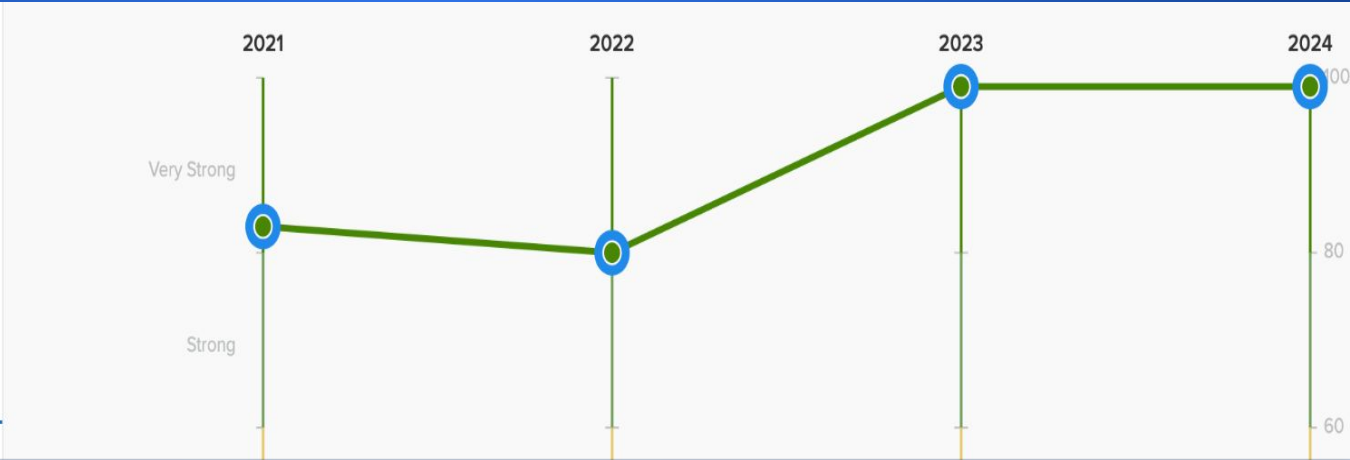
- 1 Year Performance
- 2 Year Change
- All Year Trends



5Essentials / Effective Leaders
Program Coherence

DATA RANGE

- 1 Year Performance
- 2 Year Change
- All Year Trends



Student Success - Math Growth Data

Kindergarten to First Grade



PROSPECT HEIGHTS SCHOOL DISTRICT 23

Grade-Level Growth Summary (2024-2025)

School:

EISENHOWER ELEMENTARY

Subject:

Mathematics

Growth Year: **2024-2025**



Growth Comparison Group: **Local District**

Term: **Fall**

Overall Growth

+ 0.05  **Expected Growth**

Student Growth by Grade

Grade	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
01	104	47%	14%	72%	13%	+ 0.05 
ALL	104	47%	14%	72%	13%	+ 0.05 
EXPECTED			16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

[^] Student count only includes students with at least 1 predictor

**Percentages may not add to 100 due to rounding

***Results not reported for groups with fewer than 5 students

Student Success - Reading Growth Data

Kindergarten to First Grade



PROSPECT HEIGHTS SCHOOL DISTRICT 23

Grade-Level Growth Summary (2024-2025)

School:

EISENHOWER ELEMENTARY

Subject:

Reading

Growth Year: **2024-2025**

Growth Comparison Group: **Local District**

Term: **Fall**

Overall Growth

+ 0.32



**Higher than Expected
Growth**

Student Growth by Grade

Grade	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
01	104	47%	26%	62%	13%	+ 0.32
ALL	104	47%	26%	62%	13%	+ 0.32
EXPECTED			16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

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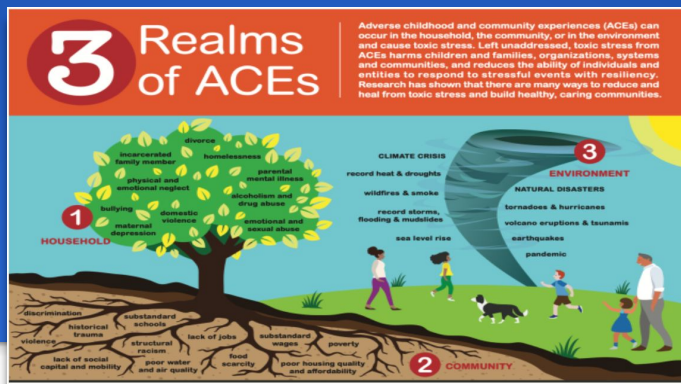
TEAMWORK TURTLE
VISITS STUDENTS WHY:
RAISE THEIR HANDS
WAIT THEIR TURN
BE PATIENT WITH OTHERS
HELP THEIR FRIENDS
WORK WELL WITH OTHERS

FRIENDSHIP FISH
VISITS STUDENTS WHY:
BE KIND
PLAY NICELY
RESPECT DIFFERENCES
INCLUDE OTHERS
HELP THEIR FRIENDS

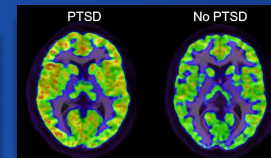
A+

Student Success

Ensure all students are well rounded and emotionally and academically prepared for success in high school.



The 5 Principles of RESTORATIVE PRACTICES

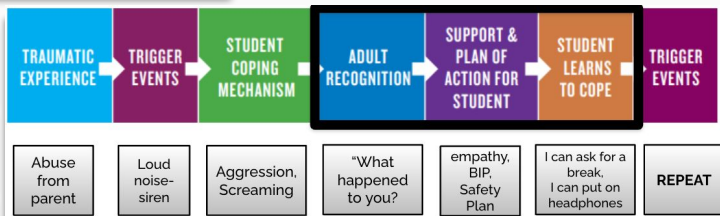


DR. DOUG BOLTON
Psychologist, Educator & Author

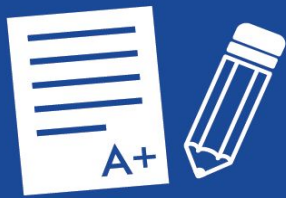
HAPPY HARSTER
VISITS STUDENTS WHY:
SHARES THEIR HAPPY
MOMENTS
FOLLOWS INSTRUCTIONS
OFFERS HELP
STAYS POSITIVE

POSITIVE PUPPY
VISITS STUDENTS WHY:
SHARES THEIR HAPPY
MOMENTS
FOLLOWS INSTRUCTIONS
OFFERS HELP
STAYS POSITIVE

KINDNESS KITTEN
VISITS STUDENTS WHY:
SHARES THEIR HAPPY
MOMENTS
FOLLOWS INSTRUCTIONS
OFFERS HELP
STAYS POSITIVE



- Provide professional development on enhancing our culture of belonging through equity and inclusion, culturally responsive and trauma informed practices, and MTSS/PBIS social-emotional and behavioral Tier I, II, & III interventions that support the whole child. - Student Success and Teaching, Learning & Innovation (1.3, 2.4)

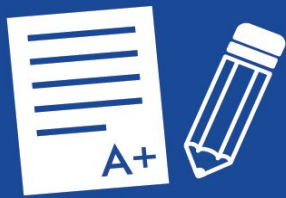


Student Success

Ensure all students are well rounded and emotionally and academically prepared for success in high school.



- Provide professional development through peer observations and discussions on engaging instructional activities and strategies using newly adopted Creative Curriculum curricular materials. - Student Success and Teaching, Learning & Innovation (1.1, 1.2)



Student Success

Ensure all students are well rounded and emotionally and academically prepared for success in high school.



Sun, Shadows, & Daily Patterns

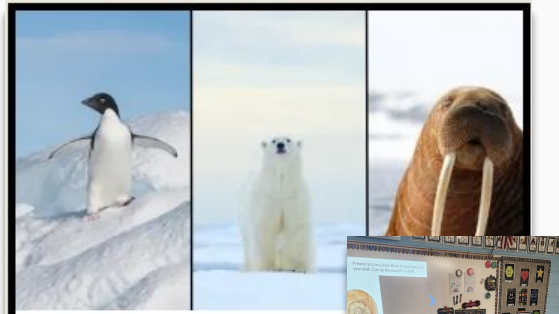
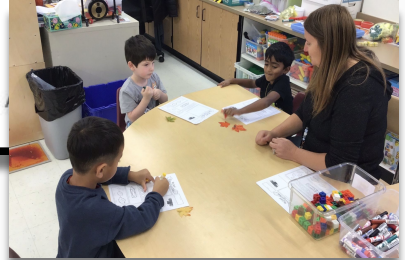
1st • Could a statue's shadow move?

✂ Lesson + Activity ✓ Standards Aligned



Animal Needs: Safety

K • How can you find animals in the woods?



Adaptations & Habitats

K-5 • How do polar animals stay cold?

✂ Lesson + Activity



- Provide professional development through peer observations and discussions on engaging instructional activities and strategies using newly adopted Mystery Science curricular materials - Student Success and Teaching, Learning & Innovation (1.1, 1.2)



Teaching, Learning & Innovation

Encourage a learning environment that emphasizes excellence and retains high-quality staff.



- Provide professional development on grade level team adaptive school strategies and MTSS PLC Teamwork that identifies and addresses gaps in each student's learning and instruction through targeted planning of resources and strategies. - Student Success and Teaching, Learning & Innovation (1.2, 1.3, 2.2, 2.5)



Family and Community Partnership

Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.



- Provide professional development on expanding a culture of belonging and equity among students, staff, and our families through engaging family events, volunteer opportunities, and collaborative learning environments/practices . - Student Success and Family & Community Partnerships and Sustainable Resources (3.5, 4.2)



Sustainable Resources

Advance effective use of resources to support safe, learner ready facilities and to maximize student learning.



- Provide professional development expanding a culture of belonging and equity among students, staff, and our families through engaging family events, volunteer opportunities, and collaborative learning environments/practices . - Student Success and Family & Community Partnerships and Sustainable Resources (3.5, 4.2)

#Proud2BD23
