

The Pledge of Allegiance



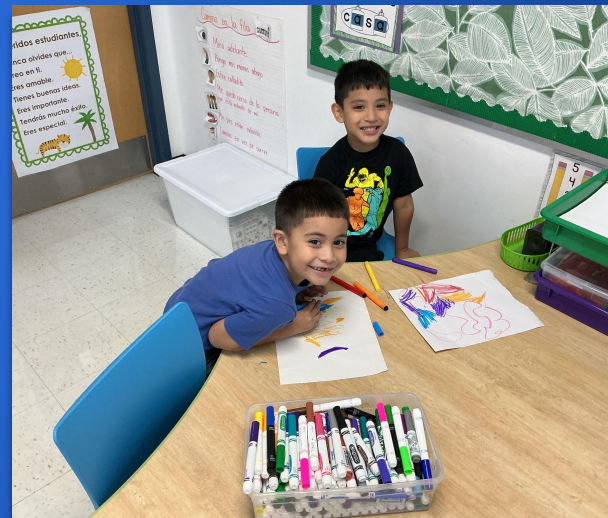
**"I pledge allegiance
to the Flag of the
United States of America
and to the Republic for
which it stands, one
nation under God,
indivisible, with liberty
and justice for all."**



State of the School

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

#Proud2BD23
Each Day, Every Day



Presentation to the Prospect Heights Board of Education

School Improvement Committee Team Members

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

Abra Zaveduk - Social Worker

Eisenhower School Improvement Committee Presentation October 9th, 2025



5 Essentials Survey Data



[Dwight D Eisenhower Elem School](#)
700 N Schoenbeck Rd, Prospect Heights, IL 60070

Primary School

 **Dwight D Eisenhower Elem School**
Overall: **Well-Organized**

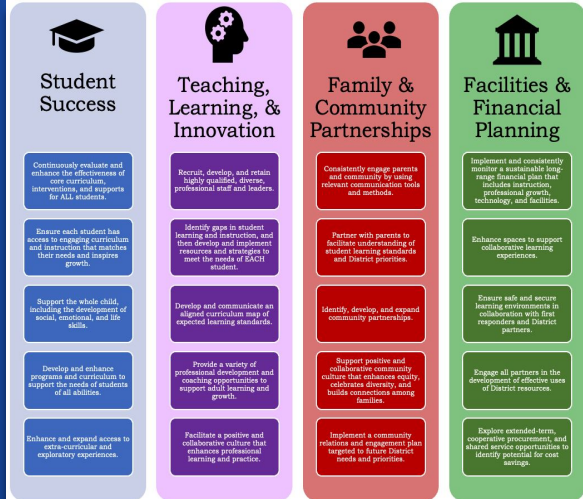
Building Leadership Planning Committee Leadership Summit Drivers for Our Building Goals

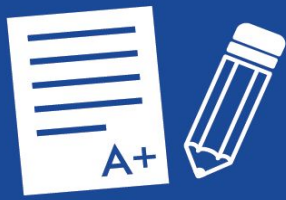
- Shared Leadership - How We Relate w/Another
- Relationships - Listening/Encouraging
- Teamwork - Collaborative Planning
- Commitment - Willingness w/Responsibilities
- Organization - Planning/Details
- Welcoming - Belonging



School Improvement Goals 25-26

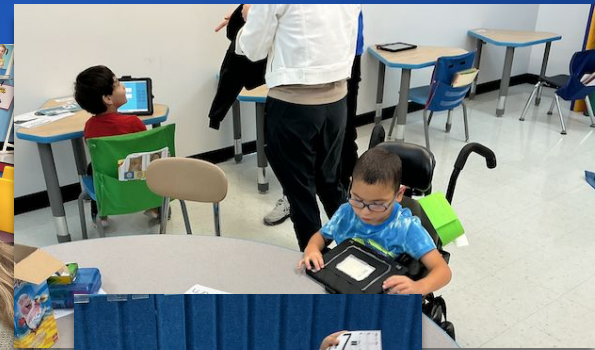
- Utilize building-level MTSS process to review data, monitor performance, and modify programming and instruction to meet the needs of diverse learners (Includes Early Childhood Gold Assessment) - *Student Success*
- Develop expectations and norms around instruction, success criteria, grading, assessment, and reporting to ensure consistent student experiences. - *Teaching, Learning, and Innovation*
- Facilitate Collaborative/Shared development of Building/District PD goals to reduce the variance between teacher/classroom instructional practices and experiences.
 - Teaching with Clarity - Standards-based instruction, assessment, and reporting.
 - Best practices for diverse classrooms
 - Implementing Equity and Inclusive Practices
 - Restorative Practices
 - ML Strategies and supports
 - Differentiated Instruction
 - Support Growth Mindset and high expectations
- Review and update curricular and program components for the Full Day Kindergarten program. - *Student Success and Teaching, Learning, and Innovation*
- Develop monthly PBIS and safety assemblies and awards ceremonies that are student-centered, with a focus on equity and inclusion. These will:
 - Reinforce Tier I behavior expectations and a growth mindset.
 - Model responsible, respectful, and safe behavioral expectations.
 - Teach students decision-making skills and restorative practices that promote empathy and foster community belonging. - *Student Success and Teaching, Learning, and Innovation*



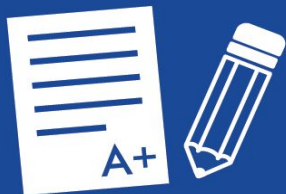


Student Success

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



- Utilize building-level MTSS process to review data, monitor performance, and modify programming and instruction to meet the needs of diverse learners (*Includes the newly adopted Early Childhood Learning Strategies Gold Assessment).

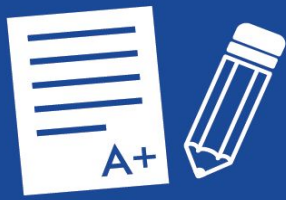


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Teaching, Learning & Innovation

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



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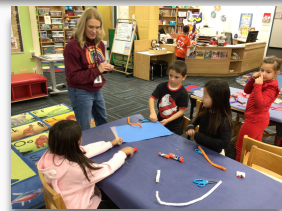
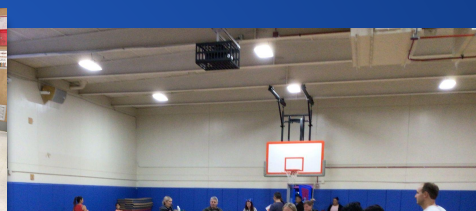
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Family and Community Partnership

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



- Continue expanding a culture of belonging and equity among students, staff, and our families through engaging family events and volunteer opportunities.



- *Plan for expansion of Eisenhower physical plant and developing engaging learning environments to support collaborative learning experiences.*

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