



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Baldwinsville Central School District	Elden Elementary School	K-5

Collaboratively Developed By:

The Elden Elementary SCEP Development Team

Elden Staff: Thomas Coughlin, Joelle Fiorini, Sara Oaks, Deb Lohr, Kayla Delia, Lisa D'Andreano, Mary Duncan, Dan Hyland, Tim James, Don Rindfuss, Anne Marie Kanoza, Lara Lang, Jessica Butler, Karen Lesser, Veronica Connors, Kim Hunt, Jen Medwid
Elden Parents: Theresa Stowell, Heather Lykins, Elena Butera, Charla Roth

And in partnership with the staff, students, and families of Elden Elementary School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to providing relevant and engaging instruction that meets the needs of our diverse student population.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Part of our school district goals are educational excellence and high levels of learning; as well as equal access and opportunities for all students. One of Elden Elementary's strategic plan goals this year is to decrease learning gaps based on demographics. When we commit to providing relevant and engaging instruction we commit to increasing expectations of students and helping all students achieve success.</p> <p>Elden student and parent surveys described the current curriculum as challenging but want students to be able to have a voice in how they learn and how they show their learning. While students described what they were learning as challenging, data demonstrates that we can do a better job helping students access grade level learning based on their needs. Best practice literature includes the use of data to inform these types of decisions.</p> <p>In the how learning happens document, we learned that discrimination and oppression affect young people's well being and can interfere with healthy development and learning. Also racial, cultural, and individual identities play an important role in social, emotional, and cognitive development. When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success</p> <p>Elden is becoming a more racially and culturally diverse school. 26% of our learners this year are students of color. We know from the Equity self reflection that we lack diversity in our staff and need to increase our learning so that we can better understand and affirm student backgrounds and cultures. In addition, we must reflect on our own perspectives and biases and how they may impact student learning.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>We will use multiple forms of data to inform our instruction and provide multi-tiered support to students.</p>	<p>Benchmark all students in aimsWeb or STAR for reading and math.</p> <p>Teachers and administrators will disaggregate and track the data for the different subgroups of students in our school to assess gaps in instruction</p> <p>Review and analyze data and use it to inform instructional planning and intervention</p> <ul style="list-style-type: none"> - Collaborative effort between administrative staff, TSI learning coach, school psychologist and teachers - Learning coaches will provide support to teachers individually with data-informed planning when necessary - Teachers will use BIMAS, experience, and classroom data to develop a plan for supporting students. 	<p>Multi-tiered support will be given to students based on benchmarks.</p> <p>Throughout the year, follow up benchmarking will demonstrate that tiered support led to student growth in math and reading</p> <p>Subgroup gaps in instruction will be recorded, discussed at data meetings, and followed up with coaching/ professional development when needed.</p> <p>Use of data protocol/discussions will start at grade level data meetings and PLCs starting in October.</p>	<p>Sub coverage (funding) for Data Days so that teams can analyze benchmarking scores and adjust instruction accordingly. Data days planned for - October, November, January, March, and May</p> <p>Scheduled PLC days with coverage to follow up on data day conversations</p> <p>An additional learning coach for the building</p> <p>Time for data days, PLCs, and student support planning</p>

Commitment 1

<p>Use of research-based instructional strategies to create engaging learning experiences for students</p>	<p>Elden staff will be given opportunities for professional development and coaching based on data and teacher interest/request. These may include, but are not limited to:</p> <ul style="list-style-type: none"> - Universal Design for Learning (UDL) - Project Based Learning - Social-Emotional Learning - district reading/math programs 	<p>Teachers will give feedback after PD sessions related to the effectiveness of the PD.</p> <p>Learning coaches will follow up with teachers after PD when appropriate</p> <p>Learning coaches will highlight teachers/strategies used effectively in classrooms</p>	<p>Instructional coaching</p> <p>Time and funding for before or after school PD offerings</p>
<p>Create more inclusive classroom environments by increasing emphasis on connecting curriculum to student cultures and life beyond the walls of school</p>	<p>Professional development and coaching in culturally responsive practices</p> <p>Book study - From Behaving to Belonging</p> <p>Complete equity audits of classroom materials and generate lists of culturally responsive materials that will benefit students, including but not limited to texts or resources that celebrate the achievements of people of all races and identities</p> <p>Teachers and coaches will work collaboratively to identify ways to bring real-world events to lessons. These individuals will also look for opportunities for students to expand their understanding of current and future world issues.</p>	<p>When asked, students are able to articulate connections between classroom activities and the real-world.</p> <p>Administration will keep track of resource requests and equitably distribute resources as requested</p> <p>100% of staff will participate in at least one professional development session related to culturally responsive teaching and learning. (Dr. Hollie)</p>	<p>Time and funding for professional development/book study</p> <p>Budget for culturally responsive resources, process in place to request resources</p> <p>Time and funding for professional development in culturally responsive practices (Dr. Hollie)</p>

Commitment 1

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ul style="list-style-type: none"> ● I can choose different ways to learn or to show what I’ve learned ● I am excited about learning ● I feel challenged and engaged in my classes ● I get help from teachers when I need it ● I learn about the achievements of people who look like me ● I see people of many races, cultures, religions, and genders represented in the things we use at school 	75% for all
Staff Survey	<ul style="list-style-type: none"> ● The school makes sure all students can experience success. ● I have opportunities to learn from a range of colleagues ● I effectively use data to make instructional decisions and support student learning ● I understand culturally responsive teaching ● I use culturally responsive teaching strategies often in my classroom ● I can link strategies/content/materials from grade to grade, I learn from a range of colleagues, I receive feedback that connects to the commitments. 	75% for all
Family Survey	<ul style="list-style-type: none"> ● My student feels challenged and engaged in their classes ● The school effectively communicates with me about my child’s progress 	75% for all

Commitment 1

	<ul style="list-style-type: none">• My student receives the support that they need in order to maximize their learning	
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We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p>
<p>District goal - 80% of students will perform at or above grade level as measured by the District's Universal Screening assessments (AIMSweb, STAR, and BIMAS). Targeted support and intervention will be provided for students not performing at grade level expectations.</p>
<p>Elden goal - Increased benchmark scores (at or above 40th percentile) from fall to spring by at least 5% in math and 10% in reading in grades K-5. Improved scores on student and family surveys based on curriculum (Fall to spring).</p>

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>To further engage students in their learning, we commit to deepening connections among students, staff and the community.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Prior to the 2021-2022 school year, we had a significant amount of students who were learning remotely as well as a portion of our grade 3-5 students who were on a hybrid schedule. Our students missed out on making stronger connections with their teachers and classmates and some struggled to participate in the online environment. They missed the opportunities to participate in extracurricular activities and other school events. Our student and parent surveys and interviews support these feelings. In addition, we were not able to complete our usual community outreach programs, such as our monthly visits to the Riverknoll community center where Elden staff provided assistance with reading and homework help.</p> <p>Our district vision states that "through a cooperative effort of the total community, we will create an environment which inspires a desire for life-long learning, fosters mutual respect, and instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential" It is that cooperative effort that this commitment seeks to address.</p> <p>In our equity self reflection, we discussed a lack of diversity amongst our staff as an issue we would like to address. We wish to grow in our ability to cultivate a school and classroom environment of affirmation and acceptance, and wish to incorporate more diverse resources in our teaching and become more aware of our own biases, and the roles they play in our classroom.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Extend opportunities for students to engage with one another</p>	<p>Increase Social emotional learning opportunities in the classroom to allow students and staff build stronger relationships</p> <p>Targeted efforts to increase participation in after-school clubs (enrichment programs)</p> <ul style="list-style-type: none"> - parent surveys - student surveys - offer transportation 	<p>Because SEL leads to increased engagement in learning, we should see progress in data measures</p> <p>Students will self report that teachers know them well and support them in their lives outside of school when asked</p> <p>Monitor responses to enrichment/extracurricular participation - are parents getting the information? How do we know? How can we share it in different ways?</p>	<p>SEL Learning coach support</p> <p>Funding for materials and staff for extracurricular activities and enrichment programs (to be continued on a yearly basis)</p> <p>Funding for transportation for extracurriculars</p> <p>Spaces to hold extracurricular events</p>
<p>Increase emphasis on building a culture of belonging at Elden</p>	<p>Provide support and professional development for teachers in the following areas:</p> <ul style="list-style-type: none"> - SEL - Restorative Practices - Positivity Project 	<p>Staff participation in PD and use of strategies related to SEL, restorative practices, positivity project, and 3 bees will increase over time</p>	<p>Resources for staff such as</p> <ul style="list-style-type: none"> - restorative practices question cards - 3 bees forms - Books for book study (From Behaving to

Commitment 2

	<ul style="list-style-type: none"> - 3 Bees - Culturally Responsive-Sustaining framework - Dr. Hollie’s CRL model - Book study - From Behaving to Belonging - Dr. Ross Greene’s CPS model <p>Build relationships between students and staff through intentional SEL practices</p> <p>Celebrate students and their achievements (not just including academics) through</p> <ul style="list-style-type: none"> - student art show - talent show - concerts - assemblies <p>Continued development of Elden’s Diversity, Equity, and Inclusion committee</p>	<p>Student celebrations will take place at least one time per quarter</p> <p>Because creating a culture of belonging leads to increased engagement, there should be improvement in student behavior issues</p> <p>Teachers and other staff members will submit pictures from student events and achievements throughout the year to our social media pages</p> <p>DEI committee will send out a schedule in order to hold regular open meetings and will take action on selected projects.</p>	<p>Belonging)</p> <p>Funding and time, and learning coach support for PD in restorative practices, SEL, and CR-S framework, Dr. Hollie</p> <p>Planning time and funding for special student events and celebrations</p>
<p>Strengthen ties between the school and parents - make parents partners in their students’ experience</p>	<p>Organize parent events, for example, Donuts for Dudes</p> <p>Increase collaboration with PTA</p> <p>Create parent focus groups for feedback and planning</p>	<p>A calendar of parent events can be tentatively created (COVID depending)</p> <p>PTA will report increased collaboration</p> <p>Interest survey will be sent to parents by october to create</p>	<p>planning time for parent events</p> <p>Funding/budget for any special events involving food or other resources</p> <p>Time to create a list of interested parents to include in focus groups</p> <p>Structure and location for hosting parent interest groups</p>

Commitment 2

		<p>feedback/focus groups</p> <p>First focus groups or informational sessions for parents will be in place by November</p>	
<p>Help to connect students/families with additional social supports that serves mental, physical, and emotional needs</p>	<p>Survey parents regarding their needs and connect families with appropriate community services when able</p> <p>In addition to existing school staff, utilize Promise Zone Student engagement specialists, ACCESS services, Liberty services, etc to support students and families</p>	<p>Interest survey will be sent to parents by october to create feedback/focus groups</p> <p>Follow-up meetings regarding needs surveys from last year</p> <p>Formal or informal progress reports from Promise Zone throughout the year</p>	<p>Time to survey parents and assess results. Structure in place to discuss services with school community members</p> <p>Promise Zone Student Engagement Specialist</p> <p>Liberty Resources</p> <p>ACCESS Services</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ul style="list-style-type: none"> • The school offers after school activities for people like me. • I feel like my teacher knows the real me. • I can really be myself at this school. • Kids like me can help make the community a better place. 	75% for all
Staff Survey	<ul style="list-style-type: none"> • This school values the work I do to support students beyond the curriculum. • This school has a welcoming environment for staff and students • This school celebrates our students and their diverse interests and achievements • I feel supported in meeting the social, emotional, and cognitive needs of my students 	75% for all
Family Survey	<ul style="list-style-type: none"> • My child feels connected to this school. • The staff at this school care about my child. • The school values the backgrounds and identities of the school community • The school’s policies and programs reflect, respect, and value the diversity of the families in the community • My student is supported socially and emotionally • My child has had opportunity to participate in extracurricular activities that interest them • The school connects me with the resources that I need 	75% for all

Commitment 2

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Increased Participation in after-school clubs (60% of students staying at least once a week)

Overall increase in parent and family input on surveys from fall to spring by at least 10%.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

XState-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Instructional Coaching
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<ul style="list-style-type: none"> ● Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. ● Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. These individuals can ensure a consistent curriculum implementation throughout a school. ● Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction

Evidence-Based Intervention

Commitment 1: We commit to providing relevant and engaging instruction that meets the needs of our diverse student population.

District coaches will:

- facilitate collaborative work with administrators, teachers, students, and families to achieve the goals stated in this plan and to continue improvement efforts over time
- Collect data and facilitate data meetings (and PLC meetings) to support multi-tiered support. Continue to collect data on subgroup populations to work towards eliminating achievement gaps based on demographics.
- provide professional development at teachers' request. Including, but not limited to: UDL, responsive classroom, project based learning, social emotional learning, CR-SE, reading and math district programs
- Support for equity audits/report cards of classroom instructional materials
- Collaboration/co-teaching to incorporate more real-world issues and current events into the classroom.

Commitment 2: To further engage students in their learning, we commit to deepening connections among students, staff and the community.

- Professional development and modeling/co-teaching of SEL practices, restorative practices, positivity project
- Training with Dr. Sharroky Hollie
- Book study: from behaving to belonging
- creation of parent feedback and focus groups to increase collaboration
- Creation and analysis of survey data - students and parents
- Participating in student interviews to solicit feedback on our commitments

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	n/a
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	n/a
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

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Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Thomas Coughlin	Principal
Joelle Fiorini	Admin Intern
Jen Medwid	TSI Learning Coach
Sara Oaks	K Teacher
Deb Lohr	1st Grade Teacher
Kayla Delia	SPED Teacher
Lisa D'Andreano	K Teacher
Mary Duncan	SPED Teacher
Dan Hyland	3rd Grade Teacher
Tim James	4th Grade Teacher
Don Rindfuss	5th Grade Teacher
Anne Marie Kanoza	PE Teacher
Lara Lang	Psychologist
Jessica Butler	Social Worker
Karen Lesser	Teaching Assistant (Rtl)
Kim Hunt	Math Rtl Teacher
Veronica Connors	Reading Rtl Teacher
Theresa Stowell	Parent

Our Team's Process

Heather Lykins	Parent
Elena Butera	Parent
Charla Roth	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
4/28 and 5/18/21		x				
5/18 and 6/9	x					
6/24, 7/6, 7/14			x			
6/28/21				x		x
6/28, 6/30, 7/6/21, 7/14					x	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

We got together as a leadership team and reviewed the examples given to us by NYSED. Parents and staff took the examples and we revised them to interview students in grades 3-5. We fully understood that students from grades lower than 3rd grade might not be able to answer the interview questions. This certainly limited our number of students for whom we could interview.

Since we were guided by the NYS documents, such as the equity self reflection and the suggested questions for student interviews, we did incorporate items of diversity, most specifically racism. In order for our students to improve academically, socially and emotionally, we need to make sure we are aware of their background- this includes their culture - we must appreciate differences and allow students to grow (physically, emotionally, socially and academically).

We learned that for the most part, the students who we interviewed felt that the school is a welcoming, safe place. Teachers know their students well. Students felt that the curriculum is challenging. Students want more chances to interact with each other, and suggested additional extracurricular activities.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

We conducted the equity self-reflection over two sessions. We ended up as "Emerging" for the most part. We reflected on how we lack a culturally diverse staff at Elden. Though we all believed we have high expectations and maintain a rigorous curriculum, we fell short due to our non-diverse staff.

We did score ourselves as Integrating on the practice of prioritizing social-emotional learning programs, such as restorative justice. We were torn on the practice of cultivate a school and classroom environment of affirmation and acceptance- respond to instances of disrespectful speech and student identities by intervening. We chose a cross between emerging and integrating.

Learning As A Team

The overall heading of a welcoming and affirming environment included such a diverse umbrella is the reason why we were torn (since we lack diversity within our staff). All in all we chose four integrating (including the one we were at an impasse on) out of twenty.

Upon reflecting upon this document, we realize that we need to incorporate more diversity within our day which includes more than just teaching a curriculum- it means we must be aware of our own biases and those of others around us and advocate for more diverse literature.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.