

Elden Elementary School

School Comprehensive Education Plan - Summary Document

Rationale: Elden was identified by the state as a Targeted Support and Improvement (TSI) school, due to the lack of growth in an identified subgroup (economically disadvantaged students) in the 2018-19 school year. During the 20-21 school year, we created a TSI plan to focus on the learning of our economically disadvantaged population. This year, due to the COVID pandemic, the state adjusted its expectations for TSI and CSI Schools and now requires a plan that focuses on school improvement for **all** students. This plan is referred to as the School Comprehensive Education Plan, or SCEP. The plan includes commitments that the school is making to improve student experience and achievement, and the strategies and methods that will help us make progress toward that commitment. The purpose of this document is to share resources and provide a summary of the plan that the Elden team has created.

- [Full SCEP Plan for Elden 2021-22](#)
- [Explainer Video: Using the SCEP to Pursue Our Values and Aspirations](#)
- [NYS Improvement Planning Website with resources and guidelines](#)

COMMITMENT #1

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

<i>Why?</i>	<ul style="list-style-type: none">• District goal is educational excellence and high levels of learning for all students, and we wish to decrease learning gaps based on demographics• Data shows that we need to better help students of several subgroups access grade level learning• Our student population is growing more socially and economically diverse. Research shows that when we take into consideration our students' individual identities and the systemic issues they might face, they are more likely to be successful
<i>What will we do?</i>	<ul style="list-style-type: none">• Monitoring of student progress using multiple forms of data, using the data to drive instruction and providing multi-tiered support to our students• Use research-based instructional strategies to create engaging learning experiences• Create more inclusive classroom environments by connecting curriculum to student experience and identity.• Incorporating more culturally responsive materials in the classroom
<i>What do we want to see as a result?</i>	<ul style="list-style-type: none">• Continued academic growth for all of our students and decreased gaps based on demographics (We will track this data over the course of the year and make adjustments to practice as needed)• 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).• Increased student engagement and belonging through the use of culturally responsive - sustaining practices

COMMITMENT #2

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

<i>Why?</i>	<ul style="list-style-type: none">• COVID has created isolation. Now is the time to rebuild our connections.• Students and parents want more opportunities to interact during and outside of the school day• Our district vision states that a “cooperative effort of the total community” will help all individuals reach their full potential• Our equity self-reflection process showed we lack diversity as a staff and need to find ways to educate ourselves about our students cultures and incorporate different perspectives into the curriculum
<i>What will we do?</i>	<ul style="list-style-type: none">• Provide students with additional opportunities to engage with one another• Build a culture of belonging through the use of culturally responsive practices and social emotional learning strategies.• Strengthen the ties between the school and families.• Connect students/families with additional social supports that they may need
<i>What do we want to see as a result?</i>	<ul style="list-style-type: none">• A school climate where all students feel safe, connected, valued, and celebrated• Increased student participation in school activities• Improved communication and connection with our families

PROFESSIONAL DEVELOPMENT

In addition to the professional development plan already created by the district, Elden teachers will be able to take part in additional professional development opportunities including, but not limited to:

- Book study - From Behaving to Belonging
- Data-informed instruction
- Universal Design for Learning
- Social Emotional Learning
- Culturally responsive teaching (CR-S framework from NYS, Dr. Hollie’s CRL model)