

# Eldorado Elementary School

## Executive Summary

### School Comprehensive Education Plan

#### 2025-2026

#### Key Strategy 1: Academic/Instructional

**Explicit Teaching:** When teachers adopt explicit teaching practices, and use evidence based engagement protocols like gallery walks, think-pair-shares, or jigsaws, where students are provided time and space to practice and apply their learning.

What is our implementation plan to accomplish this?

**We will collaborate as a school to:**

- Share learning intentions and relevant content and activities
- Introduce and explore new instructional models and application of knowledge and skills.
- Identify specific Engagement Protocols to be adopted schoolwide across all content areas.
- Use our PLC, Bi-monthly faculty/department structure, and district wide professional learning days to analyze data points, address gaps, identify interventions and overall progress monitoring.
- Leverage newly acquired instructional coaches to provide embedded professional learning to help all staff understand the “why” and “how” of explicit instruction and its impact on student learning.
- Understand the following observable expectations - This strategy is demonstrated when all teachers:
  - 1) Allow students sufficient time to practice what they have learned
  - 2) Guide student practice by monitoring their work and provide help when it is needed

	3) Reinforce the main points at the end of the lesson
Resources	<ul style="list-style-type: none"><li>● <a href="#">NYS HITS (High Impact Teaching Strategies)</a></li><li>● RTI - Response to Intervention</li><li>● LHRIC Data Warehouse</li><li>● <a href="#">Action Research Resources: Evidence-Based Practices</a></li><li>● American Reading Company - SchoolPace</li></ul>

## Key Strategy 2: Academic/Instructional

Setting Goals: Lessons have clear learning intentions with goals that clarify what success looks like.

What is our implementation plan to accomplish this?	<p><b>We will create schoolwide protocols to create learning goals based on assessed student needs:</b></p> <ul style="list-style-type: none"><li>● Goals are presented clearly so students know what they are intended to learn</li><li>● Can focus on surface and/or deep learning</li><li>● Challenges students relative to their current mastery of the topic</li><li>● Links to explicit assessment criteria</li></ul> <p>Our SCEP Team will develop a structure for peer to peer intervisitation during the school day; to support progress monitoring towards established student/class goals with the ARC Core, Eureka2 and HMH curriculums.</p>
Resources	<ul style="list-style-type: none"><li>● <a href="#">NYS HITS (High Impact Teaching Strategies)</a></li><li>● RTI - Response to Intervention,</li><li>● LHRIC Data Warehouse</li><li>● <a href="#">Action Research Resources: Evidence-Based Practices</a></li><li>● American Reading Company - SchoolPace</li></ul>

### Key Strategy 3: Academic/Instructional

**Questioning:** Through the use of High Order thinking questions, we will increase rigor in classrooms and students will synthesize and apply their learning to real world scenarios.

<p>What is our implementation plan to accomplish this?</p>	<p><b>Instructional Coaches will design a PLC/Planning Cycle inclusive of H.O.T. questions and T.P.T.s to be implemented during PLC team meetings. Instructional Coaches and Teachers will collaborate during PLC meetings, Faculty/Dept, Meetings and professional learning days to understand that this strategy is demonstrated when the teacher:</b></p> <ul style="list-style-type: none"><li>● Provides feedback and structures opportunities for students to give feedback to one another</li><li>● Asks questions that probe student thinking and prompt them to justify their responses.</li><li>● Teachers will check for understanding of higher order thinking questions by collecting and scoring student work samples against the NYS ELA writing rubric, exit tickets, and quick writes.</li></ul> <p><b>Instructional Coaches will work with teachers to build the understanding that this strategy is demonstrated when <u>students</u>:</b></p> <ul style="list-style-type: none"><li>● Feel confident to ask questions, speculate and hypothesize, and when they respect others' views</li><li>● Understand how different types of questions are used to identify and clarify information</li><li>● Give feedback to one another when they build on and challenge one another's ideas.</li></ul>
<p>Resources</p>	<ul style="list-style-type: none"><li>● <a href="#">NYS HITS (High Impact Teaching Strategies)</a></li><li>● <a href="#">Total Participation Techniques</a></li><li>● RTI - Response to Intervention</li><li>● LHRIC Data Warehouse</li><li>● <a href="#">Action Research Resources: Evidence-Based Practices</a></li><li>● American Reading Company - SchoolPace</li></ul>

### Key Strategy 1: Non-Instructional

Expand the work of our attendance committee: Design Personalized Attendance Improvement Plans using district MTSS-I protocols and resources.

<p>What is our implementation plan to accomplish this?</p>	<p><b>The Building SCEP Team will administer the MTSS-I Attendance Self Assessment tool and share findings with the staff.</b></p> <ul style="list-style-type: none"> <li>● The attendance team will review attendance data to identify students with frequent absences or patterns of tardiness. One (1) absence for every ten (10) school days - 10% or more. Develop personalized attendance improvement plans in collaboration with students and parents identified as at-risk</li> </ul>
<p>Resources</p>	<ul style="list-style-type: none"> <li>● eSchool - Guru Dashboard</li> <li>● Parent Engagement Nights - Build awareness and provide supports and resources around the importance of daily attendance</li> <li>● Panorama Play Book</li> <li>● Panorama Fall/Spring Survey</li> <li>● MTSSi- Attendance Self Assessment</li> </ul>