

Equity and Excellence Learning Centers (EELCs)

School-Based Implementation Plan

EELC Vision

Ruffner School's vision is to provide access to non-traditional enrichment opportunities for students that will enhance learning and build positive connections with school in cooperation with parents, teachers, staff and family.

Key Implementation Priorities

- The EELC plan will be communicated to families to ensure that they are aware of available enrichment opportunities.
- Community partners will work in collaboration with the Family Engagement Specialist to promote knowledge of and participation in available enrichment opportunities
- Multiple resources will be utilized to maintain awareness of opportunities. These may include robo calls, newsletters, letters home, Class Dojo, school website and social media.

Expectations/Non-Negotiables

- Social Emotional Learning strategies will be integrated into enrichment opportunities with intentionality.
- Students will be exposed to non-traditional enrichment opportunities that increase student engagement and support the establishment of positive supportive relationships with students.

Roles and Responsibilities

Key stakeholders will include the principal, Family Engagement Specialist, teachers, gift resource teacher, behavior specialist, community partner(s), and school counselor.

Goals

- Extended & Enrichment Learning Opportunities
 - Provide ongoing access to extended & enrichment learning opportunities during week and/or Saturdays.
- Family & Community Engagement
 - Provide opportunities for families to participate in school-based activities.
 - Develop community partnerships to support the vision of the EELC.
- Distributed Leadership and Practices
 - Ensure that the school-based team collaborates to support the effective develop & execution of the EELC.
- Multi-Tiered Systems of Support
 - Develop support plans for each participating student.

Assessment/Evaluation

The EELC school team will meet monthly to monitor program implementation. Data utilized will include attendance, discipline, and academic data. Adjustments will be made accordingly to support successful programmatic implementation.

SWOT Analysis

Strengths:

- There are several teachers willing to host an enrichment group.
- Community Partners are growing & willing to support students & the school.
- Activities will be engaging for students.

Weaknesses:

- Identifying appropriate enrichment activities and ensuring staff proficiency with identified activity.
- Ensuring that needed resources are obtainable and available.

Opportunities:

- Community partnerships can potentially be developed around enrichment areas.
- Positively impact daily student attendance, academics, and behavior.

Threats:

- After-school transportation. Elementary (3-5) students not permitted to ride with secondary (6-8). (3-8 all ride to school in the AM)
- Staff burnout (regular day) & potential calendar impact on enrichment calendar for participating students

Professional Development

*Identify the professional development needed for various stakeholders.

- De-escalation
- Volunteer training (relationship building & understanding the adolescent child)
- Supporting an emotionally safe space.