



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-2023

District	School Name	Grades Served
Utica City School District	Kernan Elementary School	K-6

Collaboratively Developed By:

The Kernan Elementary SCEP Development Team

SCEP Team Members:

Kimberly VanDuren — Principal
Erica Sbarra — AIS Facilitator
Stephanie Scott — AIS Facilitator
Michele Campola — Special Education
Danielle Mancuso — Social Worker
Sherry Peterson — Kindergarten Teacher
Jordyn Dunlap — First Grade Teacher
Jordan Penc — Second Grade Teacher
Doris Testa — Third Grade Teacher

Kathleen Ward – Fourth Grade Teacher
Lindsey Tutino – Fifth Grade Teacher
Jessica Woolheater – Sixth Grade Teacher
Steven Spink – PE Teacher
Nina Marollo – ESOL Teacher
Christina Ervin – Parent Liaison
Nicole Cowan Cirino – Parent
Jeannette Rios – Parent

And in partnership with the staff, students, and families of Kernan 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

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 2022-23 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.

Strategies

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 Team

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

- [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](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to deepening connections among students, staff, and the community to improve the social emotional well-being of our students.</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>Students were away from our school community for more than a year and their education was continuously interrupted during the 2021-2022 school year due to mandatory quarantines and isolations. In student interviews we learned that students value the relationships that they have at school. They felt disconnected from their friends and learning while on remote learning. Activities centered on connecting our students, building relationships between students and cooperative learning need to be included in the 2022-2023 SCEP. Parent interviews show that parents value the interactions they have with the school and they are requesting a return to regular family events.</p> <p>During the Equity Self-Reflection discussions the staff indicated that students' social emotional health has suffered. Despite the return to in-person learning for the entire 2021-2022 school year, students had a hard time staying focused during lessons, needed extra attention from their teachers, asked a lot of questions just to interact with adults, needed frequent breaks, and required frequent re-direction to follow classroom and school rules. A continued focus on deepening connections is needed for the next school year. We will achieve this through a school-wide Instructional Norm aimed at student speaking and listening during lessons.</p> <p>A driving value behind our school has been our collective belief that we have to provide a positive learning environment. We know that a positive climate improves student attendance, student behaviors and student academics; however, there are learning gaps at all grade levels and in all subject areas due to interrupted learning. We have a shared responsibility for providing our children with the skills necessary to lead healthy lives and be citizens in their</p>

Commitment 1

community. The social distancing requirements that were put in place in response to COVID-19 made student interaction increasingly difficult. Although we were in-person, students could not work in groups or with partners until the third marking period. Students had to social distance and maintain six-feet of space between themselves at all times. In addition, student attendance rates were significantly lower than pre-COVID. Reducing social distancing to three-feet has allowed for small groups and partner work and when surveyed in the Spring of 2022, 93% of students agreed that they work in partners or groups during class. To continue to ensure that students are connecting during instruction, an emphasis on cooperative learning as a school-wide Instructional Norm is key for the 2022-2023 school year. Furthermore, frequent communication with students' families will aim at strengthening the school to home connection and increasing attendance rates.

With a continued prioritization of deepening connections among students, staff and the community, students will experience a setting that is positive and full of meaningful learning. As a result, student proficiency rates will increase and chronic absenteeism rates will decrease as prioritized in the Utica City School District DCIP.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
The Kernan teachers will hold daily Morning Meetings with students.	Teachers will hold Morning Meetings daily. These will include: <ul style="list-style-type: none"> • Greeting: Students and teachers will greet each other. • Morning message: Students will read a short message from their teacher, usually describing what is to come in the day ahead. • Activity: The class will complete an activity that focuses on social-emotional skills (Emotional ABCs, Dojo videos, monthly PBIS traits/activities) or current events (Flocabulary or Scholastic News) and engage in class discussion. 	Office Discipline Referrals will be less than 25 in total each month; Suspensions will be less than 5 each month	Funding for Kernan Kick Off (Kick Off will include roll-out of expectations during Morning Meetings); "Flocabulary" license for each staff member; Scholastic News subscription; Time built into Master Schedule for Morning Meetings
Kernan Instructional Norm of Literacy – Listening and Speaking	Teachers will prepare lesson plans that deliberately incorporate literacy, with a focus on listening and speaking; Instructional Coaching to be provided by AIS Facilitator to monitor effective delivery of instruction and implementation of effective research-based strategies, as well as, provide	Lesson Plan reviews, Instructional Walks data and Formal Observation rubrics will indicate the integration of listening and speaking into instructional delivery	Funding for Kernan Kick Off; Review of Kernan Instructional Norms at Kernan Kick Off; standing agenda item on Grade Level Meeting and Vertical Level Meeting agendas;

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	constructive and on-going feedback to teachers including any needed professional development.		staff development related to Literacy; AIS Facilitator and American Institutes of Research collaboration
Kernan Instructional Norm of Cooperative Learning	Teachers will prepare lesson plans that deliberately incorporate cooperative learning; Instructional Coaching to be provided by AIS Facilitator to monitor effective delivery of instruction and implementation of effective research-based strategies, as well as, provide constructive and on-going feedback to teachers including any needed professional development.	Lesson Plan reviews, Instructional Walks data and Formal Observation rubrics will indicate the integration of cooperative learning into instructional delivery	Funding for Kernan Kick Off; Review of Kernan Instructional Norms at Kernan Kick Off; standing agenda item on Grade Level Meeting and Vertical Level Meeting agendas; staff development related to cooperative learning; AIS Facilitator and American Institutes of Research collaboration
The Kernan staff will utilize Positive Behavioral Interventions and Supports (PBIS).	Monthly Character Traits will be presented and discussed each month. Student of the Month Recognition and Assemblies and end-of-year Kernan All-Star Assembly will take place. Individual Paw Points and Class Paw Points will be awarded and monthly incentives will be awarded to students.	Office Discipline Referrals will be less than 25 in total each month; Suspensions will be less than 5 each month; Time Out data will be reviewed at SLT meetings each month	Funding for Kernan Kick Off; Funding for PBIS Committee; Monthly Assemblies; PBIS Certificates; Monthly Incentives
Members of the School Leadership Team will provide Tier 2 Conferencing for students.	Students who are sent to Time Out more than five times in a week will be assigned to conference with the Social Worker, the Building Leader, or a Teacher Leader in order to establish a connection to an adult.	Teacher feedback will report a reduction in the number of disruptions during learning; data will show decrease in number of time-out sessions for	Staff time to conduct conferences with individual students; Time Out data gathered and analyzed by building leader,

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		students with high numbers of Time Away Notice forms	social worker and School Leadership Team
Kernan teachers and staff will provide communication to families at least weekly.	Teachers will connect with parents through phone calls, class Dojo, or e-mails weekly; teachers will meet with parents/guardians in-person twice a year to discuss academic and social emotional learning progress.	Contacts will be recorded in RTI Edge and monitored by the building leader and the Social Worker	Professional Development on the use of RTI Edge for new staff
Parent Teacher Conferences (PTC)	All homeroom and ENL teachers will conduct formal Parent Teacher Conferences with the guardian(s) of all students.	100% of parents/guardians at Kernan will engage in a formal Parent Teacher Conference by December 31, 2022; PTCs will be recorded in Rtl Edge	Funding to pay teachers to conduct PTCs after school hours
Chronic Absences Team (CAT)	Chronic Absences Team (CAT) will meet biweekly to review student absences. The Kernan Student Attendance Plan and CAT plan will be followed. Preventions and interventions will be implemented.	Chronic Absenteeism Grades 1-6 less than 30%; Chronic Absenteeism Grade K less than 35%; Student Average Daily Attendance Rate 93% or higher	CAT Meetings scheduled on master schedule; time set-aside in schedule of AIS Facilitator and Social Worker to meet biweekly

Commitment 1

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
Student Survey	We work in partners or in groups in my class. (93%)	95%
	I feel safe at school. (69%)	85%
	My teachers care about me. (84%)	90%
	Our school does not allow bullying. (67%)	90%
	I have friends at school. (83%)	90%
	My teachers send notes home or call my family to let them know how I am doing. (75%)	90%
	My teachers and my grown-ups at home have a positive relationship.	85%
Staff Survey	Our school provides a safe environment for staff and students where learning is valued. (91%)	95%
	As a school, we proactively reach out to students who may be having difficulties, socially, emotionally and academically. (100%)	100%
	Our school purposefully encourages student/family/teacher relationships. (100%)	100%
	Our school has a positive and upbeat school culture. (91%)	95%
	Our quality/frequency of communication with families is sufficient. (97%)	100%
	Our school/family connection has resulted in student gains. (88%)	95%
Family Survey	Our school leaders follow-up promptly when I have a question or concern. (81%)	90%
	I receive notes/calls and/or other feedback from my child(ren)’s teacher. (87%)	90%
	School rules are clear to students and families. (91%)	95%
	Our school provides a safe environment for staff and students. (85%)	90%
	As a parent/family member, I feel connected to our school. (76%)	85%

Commitment 1

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 2022-23 school year.

Office Discipline Referrals – less than 200

Suspension Rate – less than 45 suspensions

Chronic Absenteeism Grades 1-6 – less than 30%

Chronic Absenteeism Grade K – less than 35%

Student Average Daily Attendance Rate – 93%

Students scoring PROFICIENT or higher on NYS ELA Assessment – 25%

Students scoring PROFICIENT or higher on NYS Math Assessment – 25%

Students scoring COMMANDING on NYSESLAT – 5 or more students

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to strengthening our ability to provide a cohesive, relevant, and culturally responsive curriculum in order to support our diverse 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>The Kernan Elementary School mission is to provide a quality education for a diverse student population in a peaceful and positive working environment. Students will continue to use their reasoning, literacy, mathematical, and technical skills to become lifelong learners and productive members of society.</p> <p>When completing the Equity Self-Reflection, the team found that teachers recognized the need to update the curriculum to better reflect students' backgrounds. The school is very diverse with approximately 85% of student enrollment being students of color and 20% of student enrollment consisting of English Language Learners.</p> <p>The diverse student population at Kernan is not represented by the Kernan staff. The Culturally Responsive-Sustaining (CR-S) Education Framework emphasizes "incorporating an equity and inclusion lens" in every facet of education. This includes a focus on ways to "create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking." The Equity Self-Reflection shows that Kernan staff needs on-going professional learning and support in the areas of diversity, equity and inclusion to conduct cross-curricular culturally responsive-sustaining learning opportunities for students. This begins with professional development related to understanding and unpacking implicit biases. The student interviews show that our students are ready to discuss race at school; the staff is not.</p> <p>In addition, student interviews indicate that Kernan students enjoy school when there are exciting events that are different than the typical curriculum and routine. They want "fun", out of the norm activities to occur more regularly. As the students feel a deeper connection to what they are learning and doing at school, we anticipate</p>

Evidence-Based Intervention

seeing an increase in student attendance rates. As student attendance rates improve, we anticipate student proficiency rates will increase as prioritized in the Utica City School District DCIP.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Monthly Cultural Activities and the Cultural Showcase	Students will engage in monthly activities related to culture and diversity; Monthly activities will engage students in class discussions about diversity, equity and inclusion; A culminating event (Cultural Showcase) will take place in which all students and families will be invited to celebrate diversity and inclusion at Kernan.	Students will discuss monthly activities; Cultural Showcase Event Attendance collected (25% of families attend); Positive feedback on student and parent/guardian survey at Cultural Showcase Event	Schedule and planning for monthly activities; Funding for Cultural Showcase Committee; Funding for refreshments and decorations for Cultural Showcase Event; Funding for supplies for monthly activities; Funding for Academic Coaches and Parent Liaisons to attend Cultural Showcase
School-wide Literacy Initiative	All homerooms will read a culturally relevant text and create a display to share the experience with the school community.	Classes will select a culturally relevant text by the end of December; Students will be instrumental in choosing the text and planning steps	Funding for Kernan Kick Off; Roll-out of School-wide Literacy Initiative at Kernan Kick Off in August

Evidence-Based Intervention

		to implement the project; Final class project displays	
Professional Development – Implicit Bias	Committee of volunteers (Equity Committee) to read <i>Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism</i> by Benson and Fiarman and explore the topic of unconscious bias at Kernan; Professional Development for all teachers and TAs related to implicit bias and race in schools.	Feedback from Teachers/Staff	Funding to pay committee to read book and meet monthly to discuss topic of race and racism; funding to pay teachers and parent liaison for PD sessions
Extended Learning Time (ELT)	Grade K-2 Teachers will conduct ELT that includes instruction in early literacy and number sense concepts and skills; Grade 3-6 Teachers will conduct ELT that includes project-based learning activities with a focus on service learning.	ELT will begin in January 2022; Grade 3-6 ELT groups will identify a project-based learning topic by December 2022; Grade 3-6 ELT groups will present a summary of their final projects to the school by June 2023	Funding to pay teachers to plan for and conduct ELT; funding for supplies for ELT groups; ELT bussing
Mid-Year Check (MYC)	Grade 3-6 students will complete the MYC by March 2023.	85% of students will score at the proficient level (>45% on Rally)	MYC Assessment (Format (paper or computer-based) will depend on format being used by NYSED for the 2023 NYS Assessments)
Student Work and Planning Analysis (SWAP) Meetings	Teachers will meet in grade level groups 3 times throughout the year to discuss student performance and conduct audit of academics. Teachers will create an action plan to integrate culturally	SWAP agendas and minutes; Grade level action plans	Funding to pay substitutes for 3 days/teacher throughout the school year

Evidence-Based Intervention

	responsive-sustaining practices and address student learning gaps and needs.		
Staff Meetings – Extended Faculty Meetings, Vertical Meetings, Grade Level Meetings	Teachers will meet to discuss curriculum, the Culturally Responsive-Sustaining Education Framework, and unconscious bias in schools. This will include Equity Learning Communities (Vertical Meetings).	Meeting agendas and minutes	Schedule of Extended Faculty Meetings, Grade Level Meetings and Vertical Meetings
“Tiger Days” will take place each month.	One day each month will be designated a Tiger Day. Tiger Days will consist of two activities: 1. Intermediate and primary homerooms will be assigned to work together and do an activity with their students. Activities may include reading buddies, crafts, games, outdoor projects, etc. 2. Classes will conduct research based on student-driven interests (whole-group or small-group for primary; small-group or individual for intermediate); In addition, on Tiger Days, students and staff will wear School Colors/Gear and the Kernan Tiger will make an appearance.	Student attendance will be 95% or higher on Tiger Days; Feedback from Teachers/Staff (Teachers’ anecdotal reports will include positive student opinions about Tiger Days)	Overview of Tiger Days at Kernan Kick Off; Tiger Days will be indicated on the school’s master calendar; Primary homeroom teacher and intermediate homeroom teacher teams to be established prior to first month

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
Student Survey	We use many different books and reading materials. (79%)	85%
	Our school is positive and fun. (61%)	85%
	We work hard in my class. (88%)	95%
	My teachers check to make sure students understand. (93%)	95%
	The school uses instructional materials (textbooks, videos, handouts, etc.) that reflect my cultural background, ethnicity and identity.	85%
Staff Survey	Our school has sufficient activities and events to help students become engaged and connected to school.	85%
	I am comfortable discussing diversity and race-related topics with students.	85%
Family Survey	My child likes school.	90%
	Our school has activities and events to help students engage and connect to school.	85%

Evidence-Based Intervention

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 2022-23 school year.

Increases in the diversity of the main characters from books read by students.

In the end-of-the year student interviews, students are able to identify ways they learned about culture throughout the school year.

i-Ready D3 K-6 Reading “At or Above Grade Level” – 50%

i-Ready D3 K-6 Mathematics “At or Above Grade Level” – 50%

NYS ELA Assessment Proficiency		NYS Mathematics Assessment Proficiency	
All Students	25%	All Students	25%
Asian or Native Hawaiian/Other Pacific Islander	30%	Asian or Native Hawaiian/Other Pacific Islander	30%
Black or African American	25%	Black or African American	20%
Economically Disadvantaged	25%	Economically Disadvantaged	25%
English Language Learners	18%	English Language Learners	20%
Hispanic or Latino	20%	Hispanic or Latino	20%
Multiracial	25%	Multiracial	25%
Students with Disabilities	20%	Students with Disabilities	20%
White	25%	White	25%

Evidence-Based Intervention 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.

State-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
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We envision that Instructional Coaching provided by the American Institutes of Research will support the commitment to improve the social emotional welfare and academic performance of our students by providing job embedded professional development in increasing student talk in lessons. The American Institute of Research will support our work with enhancing the curriculum so that it is relevant to all of our students. Additional initiatives supported by American Institute of Research Coaching will include the Mid-Year Check, Extended Learning Time, Student Work Analysis and Planning Meetings and School-wide Instructional Norms.

Evidence-Based Intervention

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	
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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

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
Kimberly VanDuren	Principal
Erica Sbarra	AIS Facilitator
Stephanie Scott	AIS Facilitator
Danielle Mancuso	Social Worker
Sherry Peterson	Kindergarten Teacher
Jordyn Dunlap	First Grade Teacher
Jordan Penc	Second Grade Teacher
Doris Testa	Third Grade Teacher
Kathleen Ward	Fourth Grade Teacher
Lindsey Tutino	Fifth Grade Teacher
Jessica Woolheater	Sixth Grade Teacher
Michele Campola	Special Education Teacher
Nina Marollo	ENL Teacher
Steven Spink	Physical Education Teacher
Christina Ervin	Parent Liaison
Nicole Cowan Cirino	Parent
Jeannette Rios	Parent

Our Team's Process

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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
3/3/22			x			
4/7/22			x			
4/21/22		x				
4/26/22	x					
4/28/22	x					
5/2/22	x					
5/3/22	x					
5/4/22	x					
5/5/22		x	x	x	x	
5/12/22				x	x	x
6/2/22					x	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

The student interviews showed the SCEP Team that students value the relationships that they have at school – having fun, in a structured way, is enjoyable and memorable to them. They felt disconnected from their friends, and learning was difficult while on remote learning. Activities that involve reconnecting with our students, building relationships between students and cooperative learning need to be included in the 2022-2023 SCEP. As for race, our students want to talk about it. We need to be ready as a staff to discuss it with our students in a way that is safe, informative and inclusive.

Equity Self-Reflection

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

The Heritage Showcase and related monthly activities encourage cultural identity development; however, these activities and events need to be altered to better highlight cultural diversity and students learning about and from each other. Kernan Elementary needs to incorporate learning experiences that are relevant to our students across all of the content areas and students should have a say in the design of those experiences. We need to embed the use of diverse resources and texts into our regular instruction and activities. Morning Meetings must continue for the 2022-2023 school year as they focus on social-emotional education and current events. During the 2021-2022 school year, the School Leadership Team began discussing the need for more staff professional development centered around topics of race, diversity, and unconscious bias; however, practices have not been put into action. This is an important first step towards promoting Culturally Responsive-Sustaining practices school-wide.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
 - b. **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 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school
 - b. Monitor implementation closely and make adjustments as needed
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.