New York State EDUCATION DEPARTMENT
Knowledge ❯ Skill ❯ Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Niagara Falls City School District	Geraldine J. Mann Elementary	PK3-6

Collaboratively Developed By:
The Geraldine J. Mann Elementary School SCEP Development Team Parent: Cindy Smith Teachers: Laura Collier, Stefany Critelli, Mary Angela Harris, Marissa Rogers Counselor: Thomas Zafuto Principal: Italo J. Baldassarre *In partnership with the staff, students, and families of* Geraldine J. Mann Elementary School

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to ensuring the physical safety and social emotional well-being of all students.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Student interviews have revealed that some have been the subject of peer gender bias and have experienced perceived discourteous (yelling) and unequal treatment by adults (favorites) in the classroom. Students have reported a lack of follow through by adults when reports of harassment have been made, a lack of confidentiality and unequal treatment by staff that has include names being mispronounced, and admonishment for speaking in their native languages. Survey data reveals that 19% of students disagree that students are treated the same regardless of their ethnicity. 26% of students do not agree that they are not picked on because of their sexuality. Survey data obtained in May 2023 also indicates that 29% of students worry about their safety in school. We envision and will take steps to ensure that GJ Mann is a secure and equitable place where every child feels safe and respected in school. We are committed to reducing student anxiety by eliminating biases in the classroom and supporting student sense of belonging by affirming inclusive spaces, restorative practices, and respectful speech in our learning community. Ongoing professional development will raise staff awareness of bias (actual and perceived) resulting in improved student perceptions of safety and belonging and in-turn higher academic achievement.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Discipline Referral Student Surveys Student/Parent Reports	Zero (0) instances of staff & student bias, cultural insensitivity, sexual harassment or gender discrimination	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	Our school is positive and fun. I am safe in school. Students are treated the same regardless of background/ethnicity. Students are not picked on about their sexuality.	90% 90% 90% 90%	

Staff Survey	Students do not worry about being safe in school. All students are treated the same regardless of background/ethnicity (by sub-group).	90% 90%	
Family Survey	My children do not worry about being safe in school. All students are treated the same regardless of family background/ethnicity.	90% 90%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Discipline Referrals Student Surveys Student/Parent Reports	Zero (0) instances of staff & student bias, cultural insensitivity, sexual harassment or gender discrimination. 85% satisfaction on a 4-question student survey.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	Discipline Referrals Attendance Student Surveys Ins. of Staff Bias	Zero (0) instances of student bias, cultural insensitivity, sexual harassment & gender discrimination. Improved student attendance rates. 85% satisfaction on a 4-question student survey and club offerings based on student interest survey	
Adult/Schoolwide Behaviors and Practices	Teacher Obs. Data Safety Logs Student Surveys	Zero (0) instances of staff bias, cultural insensitivity, sexual harassment & gender discrimination. 85% student satisfaction on a 4-question survey. Observed Recess. Staff use of restorative circles and emergency drill compliance.	
Student Behaviors and Practices	Discipline Referrals Ins. of Student Bias	Zero (0) instances of student bias, cultural insensitivity, sexual harassment & gender discrimination. Regular student participation in recess.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Learning Community Activities in Support of Sensitivity & Inclusiveness	The Principal will facilitate teacher and grade level team review of student survey results and behavior (screening & incident) data. District and agency resources will be leveraged to provide staff and students age and role appropriate cultural sensitivity, diversity & inclusiveness training with opportunities for reflection. Staff expectations for courteous communication, fairness, confidentiality, supervision the use of recess will be clearly stated, posted and monitored by the Principal. A formal Tier I Character Education/Positive Behavior Management Program will be adopted. Teachers will collaborate, co-plan and participate in building based and District-wide professional development focusing on inclusive, restorative and trauma informed practices. Activities will include formal training, focused reflection on survey results, teacher collaboration, co-planning, direct student instruction and Principal led classroom reads. In addition, a school culture committee will be formed to promote school-wide and staff specific activities that promote collaboration and self-care.	Principal and District stated expectations and directed professional development. Grade Level and Department Meetings. School Counselor Directed Classroom Instruction. Tier 1 Character Education Program Resources. School Champion Team Consultation. Purchase of book study and read-aloud titles. Professional Development Plan & Calendar.
School Safety and Security Protocols	All school stakeholders will collaborate with the District Safety Coordinator to maintain a safe and secure building envelope. Student and visitor screening technology and the targeted enforcement of traffic rules near the school during arrival and dismissal will be maintained. Procedures and staff expectations for maintaining building security and student supervision inside and outside of the building will be clearly stated and monitored by the Principal. Student expectations for conduct, safety practices and preparedness will be stated, practiced and regularly reinforced. The Principal will provide written and regular stakeholder communication on school safety practices.	Principal stated expectations for staff practices and student conduct. District and Principal directed professional development, Grade Level and Department Meetings. Documented student training and drills. Principal and School Counselor Directed team meetings and classroom Instruction. Maintenance of Student Fire Captain Program. Principal Letter to Parents reinforcing attendance and the safe use of the Internet.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to providing a dynamic learning environment that is responsive to the diverse needs of our students.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Our school vision affirms a commitment to excellence, while striving to meet or exceed our Every Student Succeeds Act (ESSA) Goals and ensuring that every child is prepared for the rigor of Preparatory School. Subsequently, family survey responses note the inability of students to identify learning goals and chart their own progress as concerns. 43% of families disagree that students are required to monitor their own progress and track learning. Student interviews also reveal that students desire more hands-on experiences, the fair and equitable assignment of group work and more frequent recess opportunities. Parents have also indicated needs for more frequent teacher communication (29%) and that more training opportunities/discussion about test results (36%) and the curriculum (31%) be provided. A parent desire for differentiation in the classroom that includes enrichment for higher performing students was also expressed. Achievement data from multiple measures has identified significant learning gaps in English Language Arts and Mathematics. Students in Grade 2 lag behind grade level norms in the attainment growth projections in Mathematics and in English Language Arts as measured on the Spring 2023 NWEA Assessments. The percentage of students who have reached NWEA Growth Targets has also shown a slight decline (all students & identified subgroups). Student attendance data reveals that 28% of students were chronically absent (>10% days absent) during the 2022-2023 school year. A review of classroom walk-through and APPR data suggests the need for greater emphasis on teacher questioning strategies to include the more frequent use of open-ended questions to promote student discourse and higher order student responses/thinking.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	NWEA Growth Targets	NWEA Growth Target Proficiency: All Students (ELA 70%/Math 70%) Multi-Racial (ELA 70%/Math 75%) Hispanic (ELA 65%/Math 70%) ENL (ELA 70%/Math 70%)	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	My teachers send notes home or call my family. My teachers make learning fun.	85% 85%	
Staff Survey	Students in this school have strategies to track their own learning. We have created structures so students can reflect/track their own progress. We use specific data protocols meetings to support the review of student work.	90% 95% 95%	
Family Survey	I receive notes/calls and other feedback from my child's teachers. Teaches contact me, not just in times of concern. My child is required to self-monitor their progress and keep track of learning.	85% 80% 75%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Student Surveys NWEA Data	85% student satisfaction on a 4-question survey. NWEA Growth Target Proficiency: All Students (ELA 70%/Math 70%) Multi-Racial (ELA 70%/Math 75%) Hispanic (ELA 65%/Math 70%) ENL (ELA 70%/Math 70%)	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	AIMSweb Progress Monitoring Data Student Surveys Walkthrough/APPR Data	Differentiated classroom groups created based on multiple measures. 85% satisfaction on a 4-question student survey.	
Adult/Schoolwide Behaviors and Practices	Walkthrough/APPR Data	Student goals established and communicated. Parent curriculum presentations. Observed use of higher order questioning in classroom walkthroughs. Differentiated groups in the classroom to include enrichment.	

Student Behaviors and Practices	Student Ident. Goals Attendance Rate Club Participation	Student articulation and tracking of achievement goals. Improved student attendance. High rates of student club participation.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Learning Community Activities in Support of Differentiation and Achievement	The Principal will set expectations for differentiation and facilitate the ongoing review of data and student work in grade level and department meetings. Teachers will regularly participate in more frequent (3-6 weeks) Data Team and START discussions (monthly). Teachers will utilize differentiated small groups and instructional strategies throughout the day, accounting for student needs/differences to include enrichment. Professional development provided by the Principal, District, Niagara Falls Teacher Center and the Regional Bilingual Education Resource Network will highlight questioning strategies that promote discourse and higher order thinking, differentiation, and providing opportunities for students to track their own learning. Year-end assessments will be timed/scheduled to mitigate the effects of student stressors and assessment fatigue.	Grade Level and Department Meetings. Differentiated instructional groups and student goal tracking observed in classroom walkthroughs. Observable teacher/student collaboration in the identification and tracking of goals. Identification of Staff Development Topics and the purchase of book study titles. Professional Development Plan & Calendar.
Students Tracking Their Own Learning	Students will track and report on their own learning in reference to learning targets, NWEA growth targets, and content area/grade level expectations. Teachers will support student led conferences and facilitate student communication with their families about learning goals and progress through written communication, formal student-parent-teacher conferences and parent curriculum workshops.	Grade Level and Department Meetings. Staff Development Topics and the purchase of book study titles. Scheduled Curriculum Nights and Student Led Conferences Parent and Family Engagement Funds for After-School Activities.
Attendance Intervention Plans	The School Counselor and Social Worker will identify students in need of attendance intervention and develop formal written plans for attendance improvement (incentives) in concert with the student, the family and the classroom teacher. The School Counselor and Social Worker will maintain a student log of individual student attendance intervention activities and contacts. The Principal will establish, communicate, track and incentivize grade level and school-wide attendance goals.	The School Counselor and Social Worker will facilitate student attendance intervention planning. Funds will be allocated to purchase attendance incentives/rewards.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one Commitment we will promote for 2023-24?	To develop a welcoming school community that provides opportunities for families and staff to collaborate in support of our students…
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Our school vision affirms a commitment to excellence, while striving to meet or exceed our Every Student Succeeds Act (ESSA) Goals and ensuring that every child is prepared for the rigor of Preparatory School. Subsequently, student interviews have revealed that some perceive the current levels of teacher-parent communication to be insufficient to effectively inform parents about their child's performance and progress. Survey data reveals that 30% of students, 10% of staff and 24% of parents do not agree that teachers send notes home or communicate with families on a routine basis. 75% of parents agree that they have discussed what their child is learning with teachers, while 69% report that they have been provided information about the school curriculum. 69% of families report talking to their children about the learning targets they use in school, while 64% of families agree that training has been provided in understanding student performance and test results. Student attendance data reveals that although improved attendance rates have been observed in each accountability group, the rate of chronic absenteeism remains at 28%. It is believed that more frequent planned and substantive opportunities for communication between teachers and families will expedite the academic, behavioral and social growth of our students; especially for those who are members of underrepresented groups and who may be receiving ENL Services.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Conference Logs Parent Sign-in Event Schedule/Calendar Event Attendance	Teachers will meet 90% of parents in-person for conferences. An additional two (2) school events will be held to engage parents with the curriculum.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	My teachers send notes home or call my family. My family goes to school events and conferences. Our school is positive and fun.	75% 75% 90%	

Staff Survey	We have events for families, encouraging a partnership in learning.	85%	
Family Survey	Teachers contact me, not just in times of concern. School leaders are available and approachable Our school provides information to families on school curriculum. Training is provided to families in understanding performance and test results.	75% 100% 75% 70%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Conference Logs Parent Sign-in Event Schedule/Calendar Event Attendance	Teachers will have met 50% of parents in-person for conferences. One (1) events will have been held to engage parents with the curriculum.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Survey Data	85% student satisfaction on a 4-question survey.	
Adult/Schoolwide Behaviors and Practices	Conference Logs Parent Sign-in Event Schedule/Calendar Walkthrough/APPR Data	One (1) event will be scheduled to engage parents with the curriculum. Teachers will have met 50% of parents in-person. Documentation of teacher/student goals reported to parents.	
Student Behaviors and Practices	Conference Logs Walkthrough/APPR Data	Documentation of teacher/student goals reported to parents. 50% of teachers/students participating in student led conferences.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increasing School-Family Communication and Engagement	The Principal will facilitate universal parent access to the PowerSchool Parent Portal. Teachers will utilize outreach strategies that include technology applications to facilitate more frequent teacher-parent communication, to provide families with increased access to information about their child's learning. Teachers will be encouraged to provide regular updates to families that include information about what students are learning and details about classroom activities and events. Home school communication will be translated into the native language of each family and post cards will be provided to teachers to mail positive messages to students and their families. An online Parent Suggestion Box will also be added to the school website. In-person Parent and Family Engagement Events will be scheduled to promote family involvement, understanding of the curriculum and a sense of community. ENL Parents will be invited to participate in activities that bring families together that speak common languages to navigate community resources, advocate for their children and to proactively identify/address any perceived bias or inequity.	Communications Platform Training and Peer Coaching. Purchase of Parent Communication Post Cards. Establish online suggestion box. Facilitate universal Parent Portal access. Translation services and strategies for each ENL serviced language. Parent and Family Engagement Funds for After-School Activities. In-person Translation Staff/Services. Collaboration with Agencies and Community Partners. Establish Event Calendar. PEG & SQC Meeting Invitations.

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitments:	Commitments 1-3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Based on student survey and interview data the SCEP Team identified an ongoing need for the Principal to set expectations for differentiation and facilitate the ongoing review of data and student work in collaborative grade level and department meetings. Achievement data suggests that students and teachers would benefit from more frequent Data Team and STAR Team collaboration in support of differentiated small group instruction throughout the day. The analysis of parent feedback data revealed that some parents perceive the current levels of teacher-parent communication to be insufficient to effectively inform parents about their child's curriculum, performance goals and progress. Accordingly, the SCEP Team has prioritized staff collaboration in support of substantive parent communication to help expedite the academic, behavioral and social growth of our students; especially for those who are members of underrepresented groups and who may be receiving ENL Services.

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 "Assembling Your Improvement Planning Team" found at:

https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Italo J. Baldassarre	Principal
Stefany Critelli	Intermediate Teacher
Laura Collier	ENL Teacher
Mary Angela Harris	Primary Teacher
Marissa Rogers	ENL Teacher
Cindy Smith	Parent
Thomas Zafuto	School Counselor

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	**Envision:** Exploring the Vision, Values and Aspirations for the school	**Analyze:** Internal and External Data	**Analyze:** Survey Data	**Analyze:** Completing and Discussing the Tenet 1 Inventory	**Listen:** Interviewing Students	**Putting it all Together:** Completing the SCEP Planning Document	Writing the Plan
6/15/23	*x*	*x*	*x*				
7/25/23	x	x	x		x		
8/7/23		x	x	x	x	x	
8/9/23		x	x		x	x	x
8/17/23						x	x

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan
The SCEP Team examined survey and student achievement data to identify possible themes for the creation of school priorities. Student interview questions were developed to probe student perceptions in the areas of Social Emotional Learning, School Attendance, Academic Achievement, Inclusiveness & Respect for Diversity. Staff interview teams were created to conduct focus group discussions with representative groups of students (grade, gender, ethnicity and program). The focus group discussions were followed up with small group discussions that culminated in individual student interviews. Interviewers followed up on the scripted questions to elicit more complex student responses by using the prompt "Please say more about that…" Student responses were quoted and compiled by the SCEP Team in the development of a summary report. The full planning team was provided a copy of the Summary Report that was used to finalize our commitments and develop action steps.