



2020-21  
School Comprehensive Education Plan  
(SCEP)

| District                           | School Name                   | Principal      | Grades Served                    |
|------------------------------------|-------------------------------|----------------|----------------------------------|
| Niagara Falls City School District | Henry J. Kalfas Magnet School | Carrie Buchman | Pre-Kindergarten<br>3 to Grade 6 |

Accountability Data

2018-19 Accountability Data

**TSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as “TSI” based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

| Subgroup    | Composite Performance Achievement Level | Student Growth Level | Combined Composite and Student Growth Level | English Language Proficiency Level | Average ELA and Math Academic Progress Level (Rounded Down) | Chronic Absenteeism Level |
|-------------|---|----------------------|---|------------------------------------|---|---------------------------|
| Multiracial | 1                                       | 1                    | 1   | n/a                                | 1   | 1                         |
| Hispanic    | 1                                       | 1                    | 1   | n/a                                | n/a   | 1                         |

## Stakeholder Participation

### Stakeholder Participation

#### Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, 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-for-meaningful-stakeholder-participation.pdf>.

#### Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

#### Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an “X” in the columns to the right. Add additional rows when necessary.

| Meeting Date   | Step 1:<br>Reviewing multiple sources of feedback to identify inequities, needs and root causes | Step 2:<br>Determining priorities and goals based on the needs identified | Step 3: Identifying an evidence-based intervention | Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified | Step 5: Identifying a plan to communicate the priorities with different stakeholders |
|----------------|---|---|--|---|--|
| May 28, 2020   | x   | x   | x  |   |  |
| June 3, 2020   | x   | x   | x  | x   | x  |
| July 2, 2020   |   |   |  | x   | x  |
| July 9, 2020   |   |   |  | x   | x  |
| July 16, 2020  |   |   |  | x   | x  |
| August 3, 2020 |   |   |  | x   | x  |
| August 4, 2020 |   |   |  | x   | x  |

### Stakeholder Participation

#### TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

| <b>Stakeholder group</b>                                   | <b>How the perspectives of this group have been incorporated into the SCEP</b>   |
|--|--|
| Teachers responsible for teaching each identified subgroup | The SCEP Planning Team is comprised of teachers who are representative of ELA, Mathematics, Primary, Intermediate and ELL instruction. |
| Parents with children from each identified subgroup        | Parents of students who are representative of each subgroup have been asked to participate in the planning process.                    |
| Secondary Schools: Students from each identified subgroup  |  |

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP.** If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

**COVID-19 UPDATE:** NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

| Stakeholder Name     | Role                               | Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended) |     |     |     |      |     |     |  | Signature |
|----------------------|------------------------------------|--|-----|-----|-----|------|-----|-----|--|-----------|
|                      |                                    | 5/28   | 6/3 | 7/2 | 7/9 | 7/16 | 8/3 | 8/4 |  |           |
| Italo J. Baldassarre | Principal - Until July 3, 2020     | x  | x   |     |     | x    |     |     |  |           |
| Carrie Buchman       | Principal – Beginning July 6, 2020 |  |     |     | x   | x    | x   | x   |  |           |
| Colleen Caprio       | Instructional Coach - Math         | x  | x   |     | x   |      |     |     |  |           |
| Laura Collier        | Teacher                            | x  | x   |     |     |      |     |     |  |           |
| Melissa Duquette     | Coordinator, RBERN                 | x  | x   |     | x   | x    |     |     |  |           |
| Tom Filosofos        | Teacher - ELA                      | x  | x   |     | x   | x    | x   |     |  |           |
| Domenica Kutis       | Teacher – PK4                      | x  | x   |     | x   | x    | x   |     |  |           |
| Mallory Leo          | Teacher - ENL                      |  |     |     | x   | x    | x   |     |  |           |
| Jenna Brick          | School Social Worker               |  |     |     | x   |      |     | x   |  |           |
| Rebecca Tantillo     | School Counselor                   |  |     |     | x   |      |     | x   |  |           |
| Michelle Hudson      | School Counselor                   |  |     |     | x   |      |     | x   |  |           |
| Bryan Rotella        | Dean of Students                   |  |     |     |     | x    |     | x   |  |           |
|                      | Parent                             |  |     |     |     |      |     |     |  |           |

Commented [1]: Will need parent representation on team

## 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>

**State-Supported Evidence Based Strategy**

If "X" is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

|  |   |
|--|---|
| <b>Strategy Identified</b>                     | <b>Instructional Coaching/Professional Learning Communities</b> |
| <b>SCEP Goal(s) this strategy will support</b> | Goals 1 & 2/Goals 3, 4 & 5                                      |

ELA Goal

ELA Goal

| Subgroup    | June 2021 Goal           | 2018-19 ELA Academic Achievement Index |
|-------------|--------------------------|--|
| Multiracial | By June 2021 – MIP 108.3 | n/a                                    |
| Hispanic    | By June 2021 – MIP 90.1  | 54.3                                   |

Root Causes

| What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?   | Is this specific to certain sections of the school? |
|---|---|
| According to the 2018-2019 PLC School Performance Scan only 43% of teachers reported working together with students as partners in learning. 2019-2020 Walkthrough Tool data revealed that a mean of 24% of teachers did not utilize daily learning targets. Students lack engagement. Teachers need training to increase student engagement. | No  |

Action Plan: August to January

| What will the school do in the first half of the year to address the root causes identified above? |           |   |
|--|-----------|---|
| Start  | End       | Action  |
| 9/1/2020   | 9/11/2020 | To address the Root Cause:<br>The Principal and Instructional Coaches will develop a professional development plan for teachers to receive training in the Foundational Five Learning Strategies from PLC to increase student engagement.   |
| 8/31/2020  | 9/30/2020 | To address the Root Cause:<br>The Principal will conduct the Opening of School Faculty Meeting with an Agenda that includes daily expectations of teachers: <ol style="list-style-type: none"> <li>1. Rituals – teachers will develop daily rituals and instruct students how to carry out daily practices</li> <li>2. Routines – teachers will create daily routines and instruct students how to carry them out</li> <li>3. Relationships - teachers will create activities to learn about their students and their families</li> <li>4. Introduction of the Walkthrough Tool - An electronic walkthrough tool will be demonstrated. Four areas will be evaluated: Use of Learning Targets, student engagement, assessment of student learning (checking for understanding in multiple ways as learning occurs), Differentiation of lessons based on students' needs/data.</li> </ol> |
| 9/10/2020  | 1/23/2021 | To address the Root Cause:<br>The School Leader will provide teachers with weekly written feedback on the use of learning targets, strategies to check for student understanding and fostering student engagement using the established Walkthrough Tool. School-wide data will be shared and discussed at monthly grade level, department and faculty meetings.  |
| 9/10/2020  | 1/23/2021 | To address the Root Cause:<br>ENL Staff and RBERN Coordinator will collaborate with classroom teachers to establish oral language expectations and employ instructional scaffolds   |

ELA Goal

|           |           |  |
|-----------|-----------|--|
|           |           | in English Language Arts for ENL students in the classroom. This will be tracked and monitored by the ENL Teacher. Data and progress will be monitored by the ENL Staff and Principal on a bi-weekly basis.  |
| 9/14/2020 | 9/22/2020 | Classroom teachers in Grades 1 – 6 will administer the Fall NWEA Assessment in Reading to all students to obtain Baseline RIT Scores. Scores will be reviewed in Grade Level meetings and student learning groups will be created to use in differentiated lessons. Student growth targets will be shared with students. |
| 12/1/2020 | 1/23/2021 | Classroom teachers in Grades 1-6 will administer the Winter NWEA Assessment in Reading to all students to measure mid-year growth targets. Teachers will analyze results to answer the questions: Were the goals met? Why or why not? Should the student learning groups change?   |

Mid-Year Benchmark

|  |   |   |
|--|---|---|
| Identify the <b>specific assessment of ELA performance</b> that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance. |   |   |
| <b>Assessment</b>  | <b>January 2020 Performance</b>                                 | <b>January 2021 Target</b>  |
| NWEA Reading   | 18% of Multiracial students met or exceeded their growth target | 25% of Multiracial students will meet or exceed their growth target |
| NWEA Reading   | 40% of Hispanic students met or exceeded their growth target    | 50% of Hispanic students will meet or exceed their growth target    |

Planning for January to June

|   |            |  |
|---|------------|--|
| If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address the <b>root causes</b> identified above? |            |  |
| <b>Start</b>  | <b>End</b> | <b>Action</b>  |
| 1/26/2021   | 6/18/2021  | The Principal will provide teachers with weekly electronic feedback on the use of learning targets, strategies to check for student understanding and fostering student engagement using the established Walkthrough Tool. School-wide data will be shared and discussed at monthly grade level, department and faculty meetings. Teachers will collaborate during grade level meetings and share successful strategies. |
| 1/26/2021   | 6/18/2021  | The Instructional Coaches and teachers trained in the implementation of the Foundational 5 will provide teachers with monthly professional development on the use of learning targets, strategies to check for student understanding and fostering student engagement. Contact will include time for co-planning, after-school meetings, peer observation and focus walks.   |
| 1/26/2021   | 6/18/2021  | ENL Staff and RBERN Coordinator will continue to collaborate with classroom teachers to establish oral language expectations and employ instructional scaffolds in English Language Arts for ENL students in the classroom.  |
| 5/1/2021  | 5/30/2021  | Classroom teachers in Grades 1 – 6 will administer the Spring NWEA Assessment in Reading to all students to obtain RIT Scores and share  |



ELA Goal

|  |  |  |
|--|--|--|
|  |  | results with students and families. A copy of the results will be placed in the student's cumulative folder. |
|--|--|--|

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs.

| Need   | Strategy to Address  | When                |
|--|--|---------------------|
| Distance Learning Platform Training - Parent & Student | The Principal will collaborate with District Administration in providing student and parent support in accessing distance learning platforms if applicable | August 2020         |
| Office 365 Training                                    | Teachers will participate in ongoing District professional development on the use of Microsoft Teams.  | June-September 2020 |
| Student Internet Connectivity/Devices for Learning     | Students without Internet connectivity or devices will be identified and the District will be notified for planning purposes.                              | August 2020         |
| Provide Project and Real-World Learning Opportunities  | The School Leader will communicate the NFCSD's expectations for distance learning activities including translated and/or bi-lingual resources.             | August 2020         |
| Early Access to Student Data - NWEA                    | Distance administration of the NWEA Assessment will be requested in the event of a delayed opening of school.  | August 2020         |

Math Goal

Math Goal

| Subgroup    | June 2021 Goal           | 2018-19 Math Academic Achievement Index |
|-------------|--------------------------|---|
| Multiracial | By June 2021 – MIP 101.8 | 61.7                                    |
| Hispanic    | By June 2021 – MIP 90.1  | n/a                                     |

Root Causes

| What theories or hypotheses does the school have as to why the school has its current outcomes for Math?  | Is this specific to certain sections of the school? |
|---|---|
| According to the 2018-2019 PLC School Performance Scan only 43% of teachers reported working together with students as partners in learning. 2019-2020 Walkthrough Tool data revealed that a mean of 24% of teachers did not utilize daily learning targets. This indicates that less than half of the teachers report that students are fully engaged or taking ownership of their learning. Teachers need training in methods to increase student engagement in Math. | No  |

Action Plan: August to January

| What will the school do in the first half of the year to address the root causes identified above? |            |   |
|--|------------|---|
| Start  | End        | Action  |
| 7/1/2020   | 8/1/2020   | The School Leader and Instructional Coaches will develop a professional development plan and accompanying calendar for the school based on the June 2020 Staff Professional Development Survey and walk-through data obtained during the 2020 School Year.  |
| 9/10/2020  | 1/23/2021  | The School Leader will provide teachers with weekly written feedback on the use of learning targets, strategies to check for student understanding and fostering student engagement using the established Walkthrough Tool. School-wide data will be shared monthly at grade level, department and faculty meetings.  |
| 9/10/2020  | 1/23/2021  | The Instructional Coaches and teachers trained in the implementation of the Foundational 5 will provide teachers with monthly professional development on the use of learning targets, strategies to check for student understanding, differentiation and fostering student engagement. Contact will include time for co-planning, after-school meetings, peer observation and focus walks. |
| 9/14/2020  | 9/22/2020  | Classroom teachers in Grades K– 6 will administer the Fall NWEA in Math to obtain baseline student data (RIT Scores). The data will be used by Teachers to set individual Mid-Year performance goals for students and create student learning groups.   |
| 10/5/2020  | 10/23/2020 | The School Leader, Instructional Coach and Classroom Teachers will utilize Fall 2020 NWEA Mathematics Assessment Data to establish criteria and identify students in need of AIS in Grades 3-6.   |
| 10/23/2020   | 1/23/2021  | Classroom Teachers in Grades 3-6 will implement AIS in Mathematics two times per week (60 minutes minimum). They will utilize different resources provided by the instructional coach. They will receive training in the resources from the Instructional Coach.  |

Math Goal

|           |           |  |
|-----------|-----------|--|
| 12/1/2020 | 1/23/2021 | Classroom teachers in Grades 1-6 will administer the Winter NWEA Assessment in Mathematics to all students to measure mid-year growth targets. Teachers will analyze results to answer the questions: Were the goals met? Why or why not? Should the student learning groups change? |
|-----------|-----------|--|

Mid-Year Benchmark

| Identify the <b>specific assessment of math performance</b> that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance. |   |   |
|---|---|---|
| Assessment  | January 2020 Performance  | January 2021 Target   |
| NWEA Mathematics  | 61% of all students in Grade 6 met or exceeded their Growth Target. | 65% of all students in Grade 6 will meet or exceed their Growth Target. |
| NWEA Mathematics  | 43% of all students in Grade 5 met or exceeded their Growth Target. | 44% of all students in Grade 5 will meet or exceed their Growth Target. |
| NWEA Mathematics  | 32% of all students in Grade 4 met or exceeded their Growth Target. | 37% of all students in Grade 4 will meet or exceed their Growth Target  |
| NWEA Mathematics  | n/a   | TBD - 10/23/2020  |

Planning for January to June

| If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? |           |   |
|---|-----------|---|
| Start   | End       | Action  |
| 1/26/2021   | 6/18/2021 | The School Leader will provide teachers with weekly written feedback on the use of learning targets, strategies to check for student understanding and fostering student engagement using the established Walkthrough Tool. School-wide data will be shared monthly at grade level, department and faculty meetings.  |
| 1/26/2021   | 6/18/2021 | The Instructional Coaches and teachers trained in the implementation of the Foundational 5 will provide teachers with monthly professional development on the use of learning targets, strategies to check for student understanding, differentiation and fostering student engagement. Contact will include time for co-planning, after-school meetings, peer observation and focus walks. |
| 1/26/2021   | 6/18/21   | All students will receive differentiated remedial instruction to address their individual skill deficits.   |
| 1/26/2021   | 6/18/2020 | ENL Staff and RBERN Coordinators will collaborate with classroom teachers weekly to establish oral language expectations and employ instructional scaffolds in Mathematics for ENL students in the classroom.   |
| 1/26/2021   | 6/18/2021 | Classroom Teachers in Grades 3-6 will implement AIS in Mathematics 2-3 times per week utilizing differentiation in implementation of Investigations 3 and/or Moby Max resources.  |
| 5/1/2021  | 5/30/2021 | Classroom teachers in Grades K – 6 will administer the Spring NWEA Assessment in Mathematics to all students to obtain RIT Scores and share results with students and families. A copy of the results will be placed in the student's cumulative folder.  |

Math Goal

Addressing COVID-19 Related Challenges – Math Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs.

| Need   | Strategy to Address  | When                |
|--|--|---------------------|
| Distance Learning Platform Training - Parent & Student | The School Leader will collaborate with District Administration in providing student and parent support in accessing distance learning platforms if applicable | August 2020         |
| Office 365 Training - Staff                            | Teachers will participate in ongoing District professional development on the use of Microsoft Teams.  | June-September 2020 |
| Student Internet Connectivity/Devices for Learning     | Students without Internet connectivity or devices will be identified and the District will be notified for planning purposes.                                  | August 2020         |
| Provide Learning Opportunities for all                 | The School Leader will communicate the NFCSD's expectations for distance learning activities including translated and/or bi-lingual resources.                 | August 2020         |
| Early Access to Student Data - NWEA                    | Distance administration of the NWEA Assessment will be requested in the event of a delayed opening of school.  | August 2020         |

ELP or School-Selected Goal

ELP Goal

| June 2021 Goal   | 2018-19 ELP Success Ratio  |
|--|--|
| 50% of ELP students will meet or exceed their Growth Target on the Spring 2021 NWEA Assessment in Mathematics. | 39% of ELP students met or exceeded their Growth Target on the Winter 2020 NWEA Assessment in Mathematics. |
| 50% of ELP students will meet or exceed their Growth Target on the Spring 2021 NWEA Assessment in Reading.     | 41% of ELP students met or exceeded their Growth Target on the Winter 2020 NWEA Assessment in Reading.     |

Root Causes

| What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?   | Is this specific to certain sections of the school? |
|--|---|
| According to the 2020-2021 Staff Development Survey, 27% of Kalfas teachers stated a need for professional development on teaching to the needs of ELP students. 91% of teachers stated they would benefit from staff development related to using data to differentiate instruction, as reported on the 2020-2021 Staff Development Needs Assessment Survey. Teachers need training in teaching ELP students effectively, using a variety of instructional methods. | No  |

Action Plan: August to January

| What will the school do in the first half of the year to address the root causes identified above? |           |   |
|--|-----------|---|
| Start  | End       | Action  |
| 7/1/2020   | 8/1/2020  | The School Leader and Instructional Coaches will develop a professional development plan for teachers to increase knowledge and implement the practices of: <ol style="list-style-type: none"> <li>1. Learning Targets</li> <li>2. Student engagement strategies (Foundational 5)</li> <li>3. Checking for student understanding</li> </ol> The plan will include a calendar with topics of discussion. |
| 9/2/2020   | 9/2/2020  | The ENL Staff will provide classroom teachers with information regarding the ENL and ELP students in their class. All pertinent background information (including student testing data) will be shared prior to the first day of school.  |
| 8/31/2020  | 9/30/2021 | During the Opening Faculty meeting, the School Leader will articulate the expectations for: <ol style="list-style-type: none"> <li>1. ENL co-planning &amp; co-teaching</li> <li>2. Grading expectations</li> </ol>   |

ELP or School-Selected Goal

|            |            |   |
|------------|------------|---|
|            |            | <p>3. Communicating with families (Translation/ interpretation services)</p> <p>4. Building relationships with families</p> <p>5. Creating opportunities for success for ENL students</p>   |
| 9/10/2020  | 1/23/2021  | All staff serving ENL students will collaborate with the Regional Bilingual Education Resource Network to establish oral language expectations and develop instructional scaffolds for ENL students in the classroom. This will occur during the biweekly visits from the RBERN representative.   |
| 9/10/2020  | 10/23/2020 | ENL staff will administer the NWEA Assessment in Mathematics to English Language Learners in the students' native language (if available) upon enrollment. The data obtained will be shared with classroom teachers to aid in the development of grade level differentiation strategies. The strategies will be selected following collaboration between ENL Staff, Classroom Teacher(s) and RBERN.   |
| 9/10/2020  | 1/23/2021  | The School Leader and ENL Staff will provide equity in communication with all ELL families by providing native language interpretation and translation of all school to home communication utilizing Language Line translation services or the International Institute of Buffalo. All communication to students' families will be translated into the students' native language. Newsletters, letters, meetings, calls home will be translated into the student's home language. |
| 9/10/2020  | 1/23/2021  | ENL Staff and the RBERN Coordinator will collaborate at biweekly co-planning meetings with classroom teachers to establish oral language expectations and employ instructional scaffolds in English language Arts and Mathematics for ENL students in the classroom.  |
| 10/23/2020 | 1/23/2021  | Classroom Teachers in Grades 3-6 will implement AIS in Mathematics 2 times per week utilizing Investigations 3 and/or Moby Max resources differentiated for English language Learners with the support of the Instructional Coach.  |

Mid-Year Benchmark

|  |  |  |
|--|--|--|
| Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020. |  |  |
| <b>Data Source</b>   | <b>January 2020 Results</b>  | <b>January 2021 Target</b>   |
| <b>NWEA Mathematics</b>  | 39% of ELP students met or exceeded their Growth Target on the Winter 2020 NWEA Assessment in Mathematics. | 45% of ELP students will meet or exceed their Growth Target on the Winter 2021 NWEA Assessment in Mathematics. |

ELP or School-Selected Goal

|                     |  |  |
|---------------------|--|--|
| <b>NWEA Reading</b> | 41% of ELP students met or exceeded their Growth Target on the Winter 2020 NWEA Assessment in Reading. | 45% of ELP students will meet or exceed their Growth Target on the Winter 2021 NWEA Assessment in Reading. |
|---------------------|--|--|

Planning for January to June

| If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? |           |   |
|---|-----------|---|
| Start   | End       | Action  |
| 1/26/2020   | 6/18/2020 | All staff serving ENL students will collaborate during biweekly planning meetings with the Regional Bilingual Education Resource Network to establish oral language expectations and develop instructional scaffolds for ENL students in the classroom. The School Leader will monitor progress and implementation.   |
| 1/26/2020   | 6/18/2020 | The School Leader will provide teachers with weekly written feedback on the use of learning targets, strategies to check for student understanding and fostering student engagement using the established Walkthrough Tool. School-wide data will be shared monthly at grade level, department and faculty meetings. Data that shows gaps in progress will be discussed and solutions brainstormed. |
| 1/26/2020   | 6/18/2020 | Prior to NWEA testing, the ENL staff will determine if the student should be tested in his/her native language or in English. The data obtained will be shared with classroom teachers to aid in the development of grade level differentiation strategies.   |
| 1/26/2020   | 6/18/2020 | The School Leader and ENL Staff will continue to provide equity in communication with all ELL families by providing native language interpretation and translation of all school to home communication utilizing Language Line translation services and the International Institute of Buffalo. Newsletters, letters, meetings, calls home will be translated into the student's home language.     |
| 1/26/2020   | 6/18/2020 | ENL Staff and the RBERN Coordinator will collaborate with classroom teachers to establish oral language expectations and employ instructional scaffolds in English language Arts and Mathematics for ENL students in the classroom.   |
| 1/26/2020   | 6/18/2020 | Classroom Teachers in Grades 3-6 will implement AIS in Mathematics 2 times per week utilizing Investigations 3 and/or Moby Max resources differentiated for English language Learners with the support of the Instructional Coach.  |

Addressing COVID-19 Related Challenges

| It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. |                     |      |
|--|---------------------|------|
| Need   | Strategy to Address | When |

ELP or School-Selected Goal

|  |  |                     |
|--|--|---------------------|
| Distance Learning Platform Training - Parent & Student | The School Leader will collaborate with District Administration in providing bi-lingual student and parent support in accessing distance learning platforms if applicable. | August 2020         |
| Office 365 Training - Staff                            | Teachers will participate in ongoing District professional development. Use of Teams will be essential and critical to the success of the student.                         | June-September 2020 |
| Student Internet Connectivity/Devices for Learning     | Students without Internet connectivity or devices will be identified and the District will be notified for planning purposes. ELL Families will be included.               | August 2020         |
| Provide Learning Opportunities                         | The School Leader will establish school expectations for distance learning activities including translated and/or bi-lingual resources. ELL Families will be included.     | August 2020         |
| ELL Language Support                                   | ELL Students will be provided access to Rosetta Stone-Software and translated resources. Families will be included.  | July 2020           |



Chronic Absenteeism or School-Selected Goal

Chronic Absenteeism or School-Selected Goal

| Subgroup    | June 2021 Goal | 2018-19 Chronic Absenteeism Rate |
|-------------|----------------|----------------------------------|
| Multiracial | ≤ 35%          | 44.1%                            |
| Hispanic    | ≤ 56.1%        | 62%                              |

Root Causes

| What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?   | Is this specific to certain sections of the school (grade/content area?) |
|--|--|
| 1. During the 2019-2020 School Year 167 students in Grades 1-6 (58%) missed 9 or more days of school and 79 students missed 18 or more days (27%). Time away from school is negatively impacting student performance. Kalfas Magnet School Staff needs to partner with families to increase school attendance. | No   |
| 2. Low economic status and adverse childhood experiences (ACE) result in higher chance of negative outcomes including school absenteeism. School personnel need to be sensitive to the trauma students are experiencing and create a trauma free environment in the school.                                    | No   |
| 3. 71% of all students relied on bus transportation to reach school during the 2019-2020 school year. Students who miss the one morning bus run live too far to walk to school and parents are unable to bring them.   | No   |
| 4. Increase the number to trusted adults in the school and the methods utilized to diffuse behaviors. School staff needs training on restorative practices and diffusing techniques. Students need to feel reassured that the school community will always welcome them.                                       | No   |
| 5. Increase the level of trust that parents have in the skills and abilities of school staff in supporting their children. Staff needs to communicate in positive ways with families, in their preferred language of communication.  | No   |
| 6. Chronic health issues (such as Asthma) that are mismanaged due to lack of understanding or access to medical care. Staff needs to educate families on how to access health care.  | No   |

Action Plan: August to January

| What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above?<br>(add additional rows as needed) |           |   |
|---|-----------|---|
| Start   | End       | Action  |
| 9/1/2020  | 9/10/2020 | All teachers and school staff will obtain current addresses and phone numbers for their students' parents/guardians to facilitate effective home-school communication.  |
| 8/1/2020  | 9/10/2020 | The School Counseling Team will review 2019-2020 attendance data to identify returning students who were at risk (Tier 2) or chronically absent (Tier 3). Tier 3 students will be monitored from the first day of school. |

Chronic Absenteeism or School-Selected Goal

|           |            |  |
|-----------|------------|--|
| 9/8/2020  | 9/8/2020   | A family friendly hard copy letter reminding families of the importance of attending school will be mailed to all families. It will be written by the Counseling Team and sent upon the method of instruction is determined (hybrid, distance or in person learning). It will be translated for families into their home language. The message will be consistent with District and CDC messaging. |
| 9/1/2020  | 10/30/2020 | The School Leader and Counseling Team will research, plan and schedule Restorative Practices PD for teachers and staff.  |
| 10/1/2020 | 10/30/2020 | The Counseling Team will develop an in-house mentor program that pairs older students with younger students to advise and mentor them on strategies to get along with their peers and do well in school.   |
| 10/1/2020 | 12/30/2020 | The Counseling Team and the School Leader will analyze tardy to school data. Students who are chronically tardy will be included in intervention plans. Strategies will be developed to reduce tardy counts.   |
| 10/1/2020 | 12/30/2020 | The School Social Worker will research, plan and schedule a Parent Support Group. This group will enable parents to share child care issues and brainstorm solutions. This group will meet at Kalfas Magnet School during the school day for one hour on a biweekly or monthly schedule.   |
| 10/1/2020 | 12/30/2020 | The School Social worker will research, plan and schedule home visits that build relationships with parents of Tier 3 and Tier 2 students. The goal is to increase communication, engagement and trust with the school so that student attendance improves.  |
| 9/1/2020  | 9/25/2020  | The School Counseling Team will review and revise the Attendance Intervention Plan Template. Students in need of a formal attendance intervention plan will be identified and a plan will be developed for each student in consultation with the student, the student's family and the classroom teacher(s).   |
| 9/10/2020 | 1/23/2021  | The School Counseling Team will exclusively dedicate an hour of each school day to attendance intervention activities that include student check-ins, parent phone calls, home visits and agency communication/referrals. A log of attendance intervention contacts/activities will be maintained.   |
| 9/10/2020 | 1/23/2021  | Attendance Intervention Case Managers will meet weekly with each assigned student to provide reinforcement, maintain ongoing parent communication and report barriers to school attendance to the School Counseling Team.  |
| 9/10/2020 | 1/23/2021  | The School Leader will reinforce the importance of school attendance (whether it is in person or online) in all communication with families (Newsletter, Facebook, Twitter, All Calls, Letters, etc.) in students' preferred language. Teachers will also reinforce the importance of school attendance in their communication with families.  |
| 9/10/2020 | 1/23/2021  | The School Leader and Dean of Students will conduct weekly classroom visits to encourage regular school attendance.  |
| 9/10/2020 | 1/23/2021  | The START Team will meet monthly with the Counseling Team to review attendance data and evaluate the effectiveness of individual student attendance intervention plans.  |

Chronic Absenteeism or School-Selected Goal

Mid-Year Benchmark

| Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020. |             |                      |                     |
|--|-------------|----------------------|---------------------|
| Data Source  | Subgroup    | January 2020 Results | January 2021 Target |
| Daily Attendance - $\geq 9$ absences   | Multiracial | 26%                  | 26%                 |
| Daily Attendance - $\geq 9$ absences   | Hispanic    | 60%                  | 60%                 |

Planning for January to June

| If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? (add additional rows as needed) |           |   |
|---|-----------|---|
| Start   | End       | Action  |
| 1/4/2021  | 1/8/2021  | After returning from Winter Break, all teachers will request updated contact information from their students' parents/guardians to facilitate home-school communication.  |
| 1/26/2021   | 6/18/2021 | Attendance Intervention Case Managers will meet weekly with each assigned student to provide reinforcement, maintain ongoing parent communication and report barriers to school attendance to the School Counseling Team and the School Leader.   |
| 1/26/2021   | 6/18/2021 | The School Leader will continue to reinforce the importance of school attendance (whether it is in person or online) in all communication with families (Newsletter, Facebook, Twitter, All Calls, Letters, etc.) in students' preferred language. Teachers will also reinforce the importance of school attendance in their communication with families. |
| 1/26/2021   | 6/18/2021 | Continue Student Mentor Pairings. The School Counseling Team will evaluate the effectiveness of the current pairings and reassign as needed.  |
| 1/26/2021   | 6/18/2021 | Continue Parent Group Meetings. The School Social Worker will evaluate the effectiveness of the group and if it has led to an improvement in the student's attendance. If the group is not effective, the School Social Worker, Dean, Counseling Team and School Leader will redevelop the plan.  |
| 1/26/2021   | 6/18/2021 | The School Leader and Dean of Students will conduct weekly classroom visits to encourage regular school attendance and build relationships with students..  |
| 1/26/2021   | 6/18/2021 | The STAR Team will meet monthly to review attendance data and evaluate the effectiveness of individual student attendance intervention plans. If plans are not effective, the School Social Worker, Dean, Counseling Team and School Leader will redevelop the plan to improve the outcome.   |

Chronic Absenteeism or School-Selected Goal

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs.

| Need                            | Strategy to Address   | When           |
|---------------------------------|---|----------------|
| Monitor Student Work/Engagement | Classroom teachers will directly monitor student access to synchronous and asynchronous learning and maintain regular communication with families regarding their child’s academic performance and well-being.  | September 2020 |
| Mental Health Support           | Families will receive information concerning how to obtain mental health support if staff sees that COVID-19 is negatively impacting their mental health.   | Ongoing        |
| Ongoing Counseling Contact      | Staff will not complete home visits if COVID-19 rates are increasing in WNY. The School Counseling Team will maintain regular 1:1 contact with students identified as in need of attendance intervention or social emotional support using a secure virtual platform. | September 2020 |
| Flexibility                     | Need to plan for monitoring attendance if hybrid continues or full distance learning model is implemented.  |                |

## Survey Goal

### Survey Goal

| Stakeholder Group | Survey Question   | 2021 Target Responses   | 2020 Results   |
|-------------------|---|---|--|
| School Staff      | <i>Our school has a positive upbeat school culture...</i> | 70% of staff respondents will agree or strongly agree with the statement as reported on the School Performance Scan Survey. | 52% of staff respondents agreed or strongly agreed with the statement as reported on the 2020 Mid-year School Performance Scan Survey. |

### Root Causes

| What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?   |
|---|
| <ol style="list-style-type: none"> <li>1. Student suspensions during the 2018-2019 school year increased by 41% from the previous year. 95% of teachers at Kalfas Magnet School answered that student behavior interferes with instruction on the January 2020 School Performance Scan Survey. Behavioral interventions were lacking consistent implementation. Teachers did not have adequate training in behavioral interventions.</li> </ol> |
| <ol style="list-style-type: none"> <li>2. Teachers lack training regarding the effect that adverse childhood events (trauma) have on student behavior. When students act out, a stressful and negative environment is created. Teachers do not know what to do in response to student misbehavior.</li> </ol>   |
| <ol style="list-style-type: none"> <li>3. According to the 2018-2019 PLC School Performance Scan only 43% of teachers reported working together with students as partners in learning. Relationships between school staff and families need strengthening. Through improving communication, teachers will partner with families in the child's learning.</li> </ol>   |

### Action Plan: August to January

| What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above?<br>(add additional rows as needed) |           |  |
|---|-----------|--|
| Start   | End       | Action   |
| 8/24/20   | 8/29/20   | To address Root Cause #1, the Principal and the Dean will design a program for Positive Behavioral Intervention and Support and have, at minimum, fully implemented a Tier 1 plan. The plan will include differentiated strategies and nonpunitive measures, such as Restorative Practices, to reduce incidents of student misbehavior and suspension.   |
| 9/1/2020  | 9/1/2020  | To address Root Cause #1, the Principal will: <ol style="list-style-type: none"> <li>1. Send to families in writing the Kalfas Code of Conduct and Behavioral Expectations. Interventions will be included. This will be translated for ELL families so that it is in the language spoken in their home. Families will be asked to sign and return a form acknowledging receipt of the document.</li> <li>2. At the Opening Faculty Meeting present a tiered model of behavioral interventions (aka steps) to take when students are out of compliance with the Kalfas Code of Conduct. The Dean will co-present.</li> </ol> |
| 9/1/2020  | 1/23/2021 | To address Root Cause #2:  |

### Survey Goal

|           |            |  |
|-----------|------------|--|
|           |            | <ol style="list-style-type: none"> <li>1. A School Champion Team will be formed consisting of the School Social Worker, School Counselors, Dean and Principal.</li> <li>2. Mrs. Buchman will schedule Trauma Informed Care training from the State University at Buffalo School of Social Work.</li> <li>3. The School Champion Team will “turn key train” /share trauma informed practices with all staff during the first available Superintendent’s Conference Day. Also, at least one strategy will be included on every Faculty Meeting agenda.</li> <li>4. The Champion Team will meet monthly to review suspension data and determine if the training is impacting the suspension rate in a positive, negative or neutral way.</li> </ol> |
| 9/1/2020  | 9/1/2020   | To address Root Cause #2:<br>The School Counseling Team will present the School Counseling Plan with the staff at the Opening Faculty meeting to inform or remind teachers about the role of the counselor and services available to students. Policies and procedures for student referral to the School Counseling Center will be emphasized. Referrals to the counselors will be tracked via Microsoft Teams.   |
| 7/1/20    | 1/23/20    | To address Root Cause #3:<br>The School Leader will communicate and model high expectations for courteous interaction between all stakeholders. The School Leader will build relationships and a sense of community within the school by communicating weekly via Kalfas News and Notes. Staff member “Shout outs” to praise noteworthy actions will be included.  |
| 9/10/2020 | 10/19/2021 | To address Root Cause #3:<br>Teachers will reach out to families with positive calls or notes home at least three times for each student in their class during the first half of the school year. Teachers will keep a record of the communication for tracking purposes. Ell families will receive communication in their home language via translating services.   |
| 9/10/20   | 1/23/2021  | To address Root Cause #3:<br>The School Leader and School Culture Committee will meet monthly to identify and promote opportunities for stakeholder fellowship and staff recognition. At least one idea will be agreed upon and an action plan developed to ensure completion.   |

### Mid-Year Benchmark

|  |  |
|--|--|
| Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. |  |
| <b>Data Source</b>   | <b>January 2021 Target</b>   |
| Mid-year School Performance Scan Survey  | 65% of staff respondents will agree or strongly agree with the statement <i>Our school has a positive upbeat school culture.</i> |

### Planning for January to June

|   |
|---|
| If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? |
|---|

Survey Goal

| Start     | End       | Action   |
|-----------|-----------|--|
| 1/23/21   | 1/25/21   | To address Root Cause #1, the Principal and the Dean will evaluate the effectiveness of the designed Positive Behavioral Intervention and Support program. Suspension data from the previous school year will be compared with the current school year as a measurement. Results will be shared with faculty and a review of the PBIS program will occur during a January Faculty Meeting. |
| 1/23/2021 | 6/18/2021 | To address Root Cause #2: The School Champion Team will meet monthly to develop school wide practices that model regulation strategies, promote conflict resolution, build relationships and increase effective communication between all stakeholders. At least one strategy will be included on every Faculty Meeting agenda.  |
| 1/23/2021 | 3/1/2021  | To address Root Cause #2: The School Counseling Team will review the referrals from teachers tracked in Microsoft Teams. The number of referrals and the outcomes will be evaluated for effectiveness.   |
| 1/23/2021 | 6/18/2021 | To address Root Cause #3:<br>The School Leader and School Culture Committee will meet monthly to identify and promote opportunities for stakeholder fellowship and staff recognition. At least one idea will be agreed upon and an action plan developed to ensure completion.   |
| 1/23/2021 | 6/18/2021 | To address Root Cause #3:<br>Teachers will reach out to families with positive calls or notes home at least three times for each student in their class during the second half of the school year. Teachers will keep a record of the communication for tracking purposes.   |

Addressing COVID-19 Related Challenges

| It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. |  |                |
|--|--|----------------|
| Need   | Strategy to Address  | When           |
| Virtual Professional Development   | All staff will be provided monthly online access to professional development on positive classroom management, restorative practices and trauma informed care.                                   | September 2020 |
| Ongoing Counseling Contact   | The School Counseling Team will maintain regular 1:1 student contact with students identified as in need of attendance intervention or social emotional support using a secure virtual platform. | September 2020 |
| Ongoing Teacher to student contact & Teacher to family contact   | All staff will obtain up to date contact information for students' families so that communication will   | September 2020 |

Survey Goal

|  |  |  |
|--|--|--|
|  | not end as a result of school closure. |  |
|--|--|--|



## Submission Assurances and Instructions

### Submission Assurances

- ✓ The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- ✓ As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- ✓ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written “Addendum Attached” and supplied supplemental documentation to explain why the school was unable to obtain the individual’s signature.
- ✓ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
- ✓ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.