

LEA Name:	Niagara Falls City School District
LEA BEDS Code:	400800010000
School Name:	Henry J. Kafas Magnet School

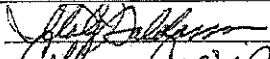
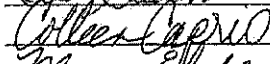
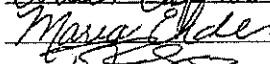

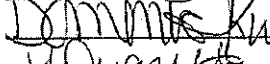
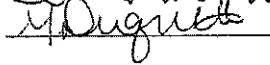
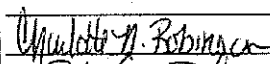
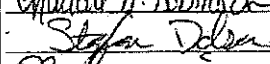
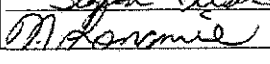
2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Italo J. Baldassarre	Title	Principal
Phone	(716)278-9180	Email	ibaldassarre@nfschools.net
Website for Published Plan	https://www.nfschools.net/Domain/772		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

SIGNATURES

Name	Title	Signature	Date
Italo J. Baldassarre	Principal		19-Jun-19
Colleen Caprio	Instructional Coach - Mathematics		19-Jun-19
Maria Ehde	Instructional Coach - English Language Arts		19-Jun-19
Tom Filosofo	Teacher - Grade 5		19-Jun-19
Domenica Kutis	Teacher - Grade 2		19-Jun-19
Melissa Duquette	Coordinator RBE-RN West		26-Jul-19
Charlotte Robinson	Parent Group Treasurer		26-Sep-19
Stephanie Dolson	Parent Group President/School Quality Council		26-Sep-19
Norkita Longmire	Parent Group member/School Quality Council		26-Sep-19

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- 1. 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.

- 2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.

- 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

- 4. The SCEP contains at least one evidence-based intervention.

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

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>

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.

<input checked="" type="checkbox"/>	State-Supported
If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.	
Strategy the school will implement:	Instructional Coaching

	Clearinghouse-Identified
If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.	
Strategy the school will implement:	
Clearinghouse	
Rating from Clearinghouse	

	School-Identified
If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.	
Strategy the school will implement:	
ESSA Evidence-Based Tier (1, 2, 3)	
Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: 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 "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Italo J. Baldassarre	Principal
Colleen Caprio	Instructional Coach - Mathematics
Melissa Duquette	Coordinator RBE-RN West
Maria Ehde	Instructional Coach - English Language Arts
Tom Filozofos	Teacher - Grade 5
Domenica Kutis	Teacher - Grade 2
Greg Speranza	Consultant - PLC Associates

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	11-Jun-19	I.B., G.S.	
Determining priorities and goals based on the needs identified	19-Jun-19	I.B., C.C., M.E., T.F., D.K., G.S.	
Identifying an evidence-based intervention	19-Jun-19	I.B., C.C., M.E., T.F., D.K., G.S.	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	26-Jul-19	I.B., C.C., M.E., T.F., D.K., M.D.	
Identifying a plan to communicate the priorities to different stakeholders	26-Sep-19	I.B., C.R., S.D., N.L.	

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	Professional Development Needs Survey, PLC School Performance Scan Survey
Parents with children from each identified subgroup.	PLC Family Engagement Survey
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	The school's 2017-2018 TSI Multiracial Subgroup ELA Measure of Academic Achievement was 76.4. The school's 2017-2018 TSI Hispanic/Latino subgroup performance was at a level 1. 60% of Hispanic/Latino students in grades 3-5 scored at a level 1 on the 2017-2018 NYSCC English Language Arts Assessment.
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B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020 the school's Multiracial Subgroup will achieve a MIP score of 108.3 (2021 - 112.5). By June 2020 the school's Hispanic/Latino Subgroup will achieve a MIP score of 90.1 (2021 - 84.9).
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	40% of students in the TSI Hispanic/Latino Subgroup met or exceed their growth target as measured on the 2018-2019 End of the Year NWEA Reading Assessment. 38% of students in the TSI Multiracial Subgroup met or exceed their growth target as measured on the 2018-2019 End of the Year NWEA Reading Assessment. According to the 2018-19 Staff Development Survey, 43% of Kalfas teachers stated a need for professional development on engaging students. 65% of teachers stated a need for professional development in differentiating instruction. According to the 2018-19 PLC School Performance Scan only 43% of teachers reported working together with students as partners in learning. Walk-through data revealed that student discourse, student engagement and the use of groupings has been limited in observed English Language Arts lessons. DTSDE Feedback: A professional development plan and calendar needs to be developed by the school.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
8/19/2019	9/3/2019	The Instructional Coaches and trained teachers will establish criteria for student engagement and checks for understanding (based on The Foundational Five) and enhance the established walk-through tool.
9/3/2019	1/24/2020	The School Leader will establish expectations for classroom instruction and provide teachers with weekly written feedback through a walk-through tool.
9/3/2019	1/24/2020	The School Leaders will develop and present a professional development plan and accompanying calendar for the school based on survey and walk-through data obtained during the 2018-19 school year.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	By 1/24/2020, 50% (40% Spring 2018-2019) of students in the TSI Hispanic/Latino Subgroup will meet or exceed their growth target as measured on the 2019-2020 Mid-year NWEA Reading Assessment. By 1/24/2020, 48% (38% Spring 2018-2019) of students in the TSI Multiracial Subgroup will meet or exceed their growth target as measured on the 2019-2020 Mid-year NWEA Reading Assessment.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1/25/2020	6/26/2020	The School Leader will continue to provide teachers with weekly written feedback through a walk-through tool.
1/25/2020	6/26/2020	The School Leader, Instructional Coaches and trained teachers will provide monthly professional development in support of student engagement and checks for understanding (based on The Foundational Five).

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.			The school's 2017-2018 TSI Multiracial Subgroup Mathematics Measure of Academic Achievement was 67. The school's 2017-2018 TSI Hispanic/Latino Subgroup performance was at a level 1.
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			By June of 2020 the school's Hispanic subgroup will achieve a MIP score of 80.2 (2021 - 90.1) By June of 2020 the school's multiracial subgroup will achieve a MIP score of 101.8 (2021 - 112.5)
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			90% (9/10) Hispanic/Latino students in grades 3-5 scored at a level 1 on the 2017-2018 NYSCC Mathematics Assessment. According to the 2018 NYS mathematics assessment data, 0% of Hispanic students in grades three through six were proficient on the NYS Elementary Mathematics Assessment. According to the 2018 NYS mathematics assessment data, only 13% of multiracial students were proficient on the NYS Elementary Mathematics Assessment. According to the 2018-19 Staff Development Survey, 35% of Kalfas teachers stated a need for professional development on the effective use Investigations 3 curriculum tools and resources. 65% of teachers stated a need for professional development in differentiating instruction. According to the 2018-19 PLC School Performance Scan only 43% of teachers reported working together with students as partners in learning. DTSDE Feedback: A professional development plan and calendar needs to be developed for the school. An Academic Intervention Services (AIS) Plan needs to be developed for Grades 5 & 6.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
8/19/2019	9/3/2019	The Instructional Coach and trained teachers will establish criteria for student engagement and checks for understanding (based on The Foundational Five) and enhance the established walk-through tool.	
9/3/2019	10/15/2019	The School Leader, Instructional Coach and teachers will utilize 2019 Fall NWEA Mathematics and NYSCC Mathematics Assessment data to identify students in need of AIS in Grades 5 and 6.	
9/3/2019	1/24/2020	The Instructional Coach will provide professional development support on the use of AIS resources to include planning, the use of strategies and data analysis.	
9/3/2019	1/24/2020	The School Leader will establish expectations for classroom instruction and provide teachers with weekly written feedback through a walk-through tool.	
9/3/2019	1/24/2020	The School Leaders will develop and present a professional development plan and accompanying calendar for the school based on survey and walk-through data obtained during the 2018-19 school year.	
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.			By 1/24/2020, 36% of students in Grade 5 and 65% of students in Grade 6 will meet or exceed their growth target as measured on the 2019-2020 Mid-year NWEA Mathematics Assessment.
F1. Action Plan - January 2020 through June 2020			
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.	
1/25/2020	6/26/2020	Teachers in Grades 5 & 6 will implement AIS in Mathematics 2 – 3 times per week utilizing Investigations 3 & Moby Max resources.	
1/25/2020	6/26/2020	The Instructional Coach will continue to provide professional development support on the use of AIS resources to include planning, the use of strategies and data analysis.	
1/25/2020	6/26/2020	The School Leader will continue to provide teachers with weekly written feedback through a walk-through tool.	
1/25/2020	6/26/2020	The School Leader, Instructional Coach and trained teachers will provide monthly professional development in support of student engagement and checks for understanding (based on The Foundational Five).	

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			Staff Survey # S69. "Student behavior does not interfere with instruction."
A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.			2.7% of staff respondents strongly agree or agree with this statement as reported on the June 2018 PLC School Performance Scan.
B1. SCEP Goal for Survey Question			By June 2020, 20% of staff respondents will strongly agree or agree with this statement as reported on the June 2020 PLC School Performance Scan.
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			305 teacher referrals for discipline were submitted to the Dean of Students resulting in 153 suspensions and 29 Superintendent Suspension Hearings during the 2018-2019 school year. DTSDE Feedback: The results of the Student Voice Survey need to be reviewed and reflected upon by staff.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
8/19/2019	9/3/2019	The Student Services Team will establish and communicate procedures for proactively referring students in need of social emotional support.	
8/19/2019	9/3/2019	The School Leaders will identify space to establish a school counseling center for the coordination and delivery of student counseling services and family support and agency referral.	
8/19/2019	9/3/2019	The Student Services Team will update the existing Counseling Plan to include policies and procedures for referral to the School Counseling Center.	
8/19/2019	1/24/2020	The Student Services Team will establish procedures for daily communication/reinforcement of the School PBIS Plan and weekly student recognition/rewards.	
9/3/2019	9/4/2019	The School Leader will facilitate staff reflection on the results of the 2018-2019 Student Voice Survey to identify possible barriers to school attendance and establish priorities.	
9/3/2019	10/15/2019	The School Leader will share student survey responses and referral data (discipline & health) with teachers to identify areas of need and establish goals for improvement.	
9/3/2019	1/24/2020	The School Leader will establish and communicate expectations for courteous staff to student and student to student communication.	
9/3/2019	1/24/2020	School Leader will provide all staff with monthly staff development on positive classroom management, restorative practices and trauma informed care.	
9/3/2019	1/24/2020	The School Leaders and the Student Services Team will collect and share referral data monthly to identify students and teachers in need of counseling and staff development support.	
9/3/2019	1/24/2020	The School Leader will establish expectations for classroom instruction and provide teachers with weekly written feedback through a walk-through tool.	
9/3/2019	1/24/2020	The School Leaders will develop and present a professional development plan and accompanying calendar for the school based on survey and walk-through data obtained during the 2018-19 school year.	
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.			10% of staff respondents will strongly agree or agree that student behavior does not interfere with instruction as reported on the January 2020 re-administration of PLC School Performance Scan Social Emotional Category Questions.
F1. Action Plan - January 2020 through June 2020			
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.	
1/25/2020	6/26/2020	School Leader will continue to provide all staff with monthly staff development on positive classroom management, restorative practices and trauma informed care.	
1/25/2020	6/26/2020	The School Leader and the Student Services Team will continue to collect and share referral data monthly to identify students and teachers in need of counseling and staff development support.	
1/25/2020	6/26/2020	The School Leader will continue to provide teachers with weekly written feedback through a walk-through tool.	
1/25/2020	6/26/2020	The School Leader, Instructional Coach and trained teachers will continue to provide monthly professional development in support of student engagement and checks for understanding (based on The Foundational Five).	

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.			58.3% of ELP students met their projected RIT goal on the Spring 2019 NWEA Assessment in Mathematics and 41.9% of ELP students met their projected RIT goal on the Spring 2019 NWEA Assessment in Reading.
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)			65% of ELP students will meet their projected RIT goal on the Spring 2020 NWEA Assessment in Mathematics. 50% of ELP students will meet their projected RIT goal on the Spring 2020 NWEA Assessment in Reading.
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			The school's 2017-2018 TSI Hispanic/Latino subgroup performance was at a level 1. 60% (6/10) Hispanic/Latino students in grades 3-5 scored at a level 1 on the 2017-2018 NYSCC English Language Arts Assessment. The school's 2017-2018 TSI Hispanic/Latino subgroup performance was at a level 1. 90% (9/10) Hispanic/Latino students in grades 3-5 scored at a level 1 on the 2017-2018 NYSCC Mathematics Assessment. According to the 2018 NYS mathematics assessment data, 0% of Hispanic students in grades three through six were proficient on the NYS Elementary Mathematics Assessment. According to the 2018-19 Staff Development Survey, 34% of Kalfas teachers stated a need for professional development on teaching to the needs of ELP students. 86% of teachers stated they would benefit from staff development related to using data to differentiate instruction, as reported on the 2019 Staff Development Needs Assessment survey. DTSDE Feedback: A professional development plan and calendar needs to be developed for the school.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
8/19/2019	9/3/2019	The School Leader will schedule professional development for new staff on strategies for the support English Language Learners.	
8/19/2019	9/3/2019	The Instructional Coaches and trained teachers will establish criteria for student engagement and checks for understanding (based on The Foundational Five) and enhance the established walk-through tool.	
9/3/2029	9/4/2029	The school leaders will articulate co-teaching and co-planning expectations to all staff.	
9/3/2029	10/15/2029	The English as a New Language Department will share NYSESLAT data with instructional staff annually.	
9/3/2019	1/24/2020	The School Leader will establish expectations for classroom instruction and provide teachers with weekly written feedback through a walk-through tool.	
9/3/2019	1/24/2020	All staff will participate in weekly collaboration with the Regional Bilingual Education Resource Network.	
9/3/2019	1/24/2020	The School Leaders will develop and present a professional development plan and accompanying calendar for the school based on survey and walk-through data obtained during the 2018-19 school year.	
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.			62% of ELP students will meet their projected RIT goal on the Winter 2020 NWEA Assessment in Mathematics and 46% of ELP students will meet their projected RIT goal on the Winter 2020 NWEA Assessment in Reading.
F1. Action Plan - January 2020 through June 2020			
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.	
1/25/2020	6/26/2020	The School Leader will continue to provide teachers with weekly written feedback through a walk-through tool.	
1/25/2020	6/26/2020	The School Leader, Instructional Coaches and trained teachers will continue to provide monthly professional development in support of student engagement and checks for understanding (based on The Foundational Five).	
1/25/2020	6/26/2020	All staff will continue to participate in weekly collaboration with the Regional Bilingual Education Resource Network.	

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information			For 2017-2018, the school's TSI Multiracial Subgroup Chronic Absenteeism rate was 40.5%.
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)			By June 2020, the school's TSI Multiracial Subgroup Chronic Absenteeism rate will be 28% (MIP).
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			The percentage of students in all sub-groups identified as chronically absent has increased from 26% to 43% since 2016-2017. DTSDE Feedback: The results of the Student Voice Survey need to be reviewed and reflected upon by staff. The School Culture Committee needs to create welcoming messages for the school lobby and common areas of the building.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
8/19/2019	8/30/2019	School leaders will review 2018-19 attendance data to identify returning students who were chronically absent in for the purpose of developing individual student attendance intervention plans that establish a case manager, track attendance, provide reinforcement and regular parent communication.	
9/3/2019	9/4/2019	School leaders will facilitate staff reflection on the results of the 2018-2019 Student Voice Survey to identify possible barriers to school attendance and establish priorities.	
9/3/2019	10/4/2019	The Student Service Team will update the existing Counseling Plan to include policies and procedures for referral to the school counseling center.	
9/3/2019	1/24/2020	The Student Services Team will establish, communicate, track and reinforce grade level and school-wide attendance goals, providing tangible rewards and regular written feedback to all stakeholders.	
9/3/2019	1/24/2020	All staff will communicate the importance of regular school attendance and the connection to school success through newsletters, webpages, parent communication applications, morning announcements and posters to be created and displayed in classrooms and in common areas of the school.	
9/3/2019	1/24/2020	Case managers will meet weekly with assigned students to encourage regular school attendance and report barriers to school attendance to the STAR Team.	
9/3/2019	1/24/2020	The Student Service Team will conduct weekly classroom visits to encourage regular school attendance.	
9/30/2019	1/24/2020	The STAR Team will meet monthly to review attendance data, identify students for attendance intervention, assign case managers, coordinate family communication, identify barriers to attendance, engage the support of outside agencies and evaluate attendance intervention plans.	
E1. Mid-Year Benchmark(s) - Identify what			By January 25, 2020, less than 28% of students in the TSI Multiracial Subgroup will have 9 or more absences.
F1. Action Plan - January 2020 through June 2020			
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.	
1/27/2020	1/31/2020	The STAR Team will conduct a mid-year evaluation/review of school attendance policies and procedures and individual student attendance intervention plans.	
1/27/2020	2/7/2019	The STAR Team will continue to meet monthly to review attendance data, identify students for attendance intervention, assign case managers, coordinate family communication, identify barriers to attendance, engage the support of outside agencies and evaluate attendance intervention plans.	
1/27/2020	2/28/2019	The Student Services Team will coordinate a mid-year and year-end celebration recognizing students with improved and exemplary school attendance.	
1/27/2020	6/26/2020	All staff will continue to communicate the importance of regular school attendance and the connection to school success through newsletters, webpages, parent communication applications, morning announcements and posters to be created and displayed in classrooms and in common areas of the school.	
1/27/2020	6/26/2020	All staff will continue to promote the expectations for attendance that have been incorporated into the established school-wide PBIS Matrix, identified character traits and weekly rewards for students.	
1/27/2020	6/26/2020	School leaders will continue to communicate, track and reinforce grade level and school-wide attendance goals, providing tangible rewards and regular written feedback to all stakeholders.	