

**2019/20 Attendance Plan for Elementary (K-5)
School Improvement Plan (SIP)
Park Lakes Elementary School (3761)**

Section 1 - Goals

Goal 1 – Regular Attenders:

In 2018/19 our school had **53.3%** of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.

Goal 2 – Chronic Absenteeism:

In 2018/19 our school had **20%** of students in the chronic absenteeism category, which was above the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.

Goal 3 – Severe Chronic Absenteeism:

In 2018/19, at our school **4.3%** of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

Tiered plans include strategies and interventions for **5 core ingredients:**

- A. Monitor Data

- B. Engage Students and Families
- C. Recognize Good and Improved Attendance
- D. Provide Personalized Outreach
- E. Remove Barriers

● Tier 1 ●

Tier 1: Schoolwide Attendance Campaign – Address all five core ingredients. Tier 1 is intended to reach 100% of students, parents, school staff, and community stakeholders. This is where the school's attendance campaign casts a wide net. Strategies are general to reach the largest audiences.

Tier 1 Plan

A. Monitor Data

- The administrator responsible for school attendance will ensure that all teachers have completed the Brainshark training for taking classroom attendance at the elementary level (K-5). The administrator should maintain a record of teachers that have completed the training.
- Monitoring attendance-taking procedures will take place weekly by the Attendance Clerk and as requested by administration.
- Twice each quarter, Attendance Contact Team (ACT), comprised of administrators, front office staff, the SPARKS school social worker, counselor, will monitor BASIS and Data Warehouse to set goals for students in school-wide recognitions.
- At the beginning of each month, the Attendance Contact Team will request from the IMT to provide a report for current year attendance categories to monitor improvement and steer the direction of attendance initiatives.

B. Engage Students and Families

- School staff will be encouraged to reach out to parents by phone or email to remind parents about the importance of attendance in the early grades.
- Principal will provide monthly updates via Parent Link and PTSA meetings regarding Average Daily Attendance and the Chronic Absenteeism categories, celebrating the students that are attending 95% or more.
- Front office staff will meet each month to discuss customer service responsibilities and adapt procedures for ensuring a welcoming environment when visitors enter the front office (students, parents, guests, and District staff).
- School Social Media account will follow and re-post relevant messages about attendance for our stakeholders. Messages on the school website will be positive and supportive.
- The Attendance Phone line will be checked and cleared daily by the attendance clerk.
- The Attendance Phone line will be updated to allow families to hear reporting instructions in Creole, Spanish, Arabic, Vietnamese and Portuguese.

C. Recognize Good and Improved Attendance

- The administrator responsible for attendance will ensure that students have opportunities to participate in District-wide Attendance recognition events (certificates, Miami Heat games, Florida Panthers, Miami Marlins, etc.)
- School-based attendance recognition events will occur throughout the school year. These will include quarterly certificates and school-based attendance recognition and may be combined with honor roll assemblies.

D. Provide Personalized Outreach

- School staff will host a transition meeting for students moving from Pre-K into Kindergarten. Families will meet the team of teachers, tour the school, and learn about the importance of regular attendance for their child's academic success through their senior year.
- Attendance will be included on all student report cards.
- Integrate information about chronic absence into parent programs and communications throughout the school year.

E. Remove Barriers

- This school provides free breakfast for all students, every school day.
- A bike rack enclosed in a lock gate is available for students that arrive by bicycle. The rack is locked after school begins and is unlocked and monitored by staff after school.
- The Community Liaison from Family and Community Engagement will host parent nights throughout the year to inform parents about services, programs, and District policies.

● Tier 2 ●

Tier 2: Strategies and Interventions to Improve Attendance – Address all five core ingredients. Tier 2 identifies students using early warning indicators to make connections with students and families at the onset of the school year or emergence of patterns of non-attendance during the school year. Early warning indicators include prior year chronic absenteeism, 3 or more absences in the first 4 weeks of enrollment, and more than 10% of school days absent in any time period from the beginning of the student's enrollment.

- ❑ **Tier 2 represents strategies and interventions needed for about 20% of students in Broward Schools.**
- ❑ **Chronic Absenteeism:** Absent for 10% or more school days. These absences include excused, unexcused, and suspensions as days of instruction missed. Early interventions are recommended before the end of September and continuing throughout the school year.

Tier 2 Plan

- **A. Monitor Data**
 - Each week, the leadership team will review the non-attendance report from Opti-Spool during leadership meetings. Students will be identified, and teachers will be notified which of their students might be at-risk.
 - Weekly, using BASIS, the leadership team will identify students that have enough absences to be considered chronically absent.
 - Teachers will monitor attendance using Pinnacle and BASIS and consult with support staff for help in redirecting absenteeism behavior.
 - School Counselors, will monitor attendance with the leadership team to help identify students that may have a need for more wrap-around services.
- **B. Engage Students and Families**
 - Members of the Attendance Contact Team (ACT) will reach out by phone to speak with parents of chronically absent students to identify if any support is needed for the family.
 - If needed, parents and student will work with the School Counselor or School Social Worker to develop a personalized “Student Success Plan for Attendance” to make sure the child doesn't miss too many days and get back on track with good attendance. There is a correlation between good attendance and good academic performance.
 - Staff will help identify any family needs and connect the family with services (food pantry, clothing assistance, literacy programs, and transportation).
- **C. Recognize Good and Improved Attendance**
 - We will work with students and families to set attendance goals and time frames that are attainable to help improve attendance for at-risk or chronically absent students.
 - Recognize these students routinely for good and improved attendance. Positive reinforcement and trusting relationships with staff improve attendance.
- **D. Provide Personalized Outreach**

- Our school will utilize “Attendance Buddies.” Adults and responsible students volunteer to partner with at risk students to form relationships that encourage better attendance.
- Parent-Teacher Conferences with support staff will be scheduled to discuss absences and challenges to identify the barriers we may be able to assist with.
- **E. Remove Barriers**
- Involve public agencies, community partners, and resources as needed to address barriers identified through parent conferences, communications with family, or other sources.
- Involve the school nurse when necessary to follow-up on medically related absences and train staff to recognize signs of illness.
- Connect families with the School Social Worker to provide insight as to the role of a School Social Worker, establish a relationship, and provide clinical support and services.

● Tier 3 ●

Tier 3 Interventions– Address all five core ingredients. Tier 3 is the highest level of intervention and support for students that are absent 20% or more school days during the year.

- ❑ **At most schools, Tier 3 interventions are typically needed for about 5% of the student population in Broward County Public Schools. These students may require more supports based on their specific barriers and needs.**

Tier 3 Plan

Monitor Data

- Identify students with a history of severe chronic absenteeism (missing more than 20% of a school year).
- Leadership team will monitor the non-attendance report from OptiSpool, data from BASIS to identify students that are missing too many school days.
- Attendance data is one of the main metrics brought to discussion for Collaborative Problem-Solving Team

B. Engage Students and Families

- Refer students to appropriate service agencies (social services, human resources, counseling, housing, the HEART team for homeless education, or health services).
- Share data with appropriate agencies and ensure that agencies are using chronic absence as an indicator for assisting families.
- Utilize best practices from schools within the District that have been able to decrease chronic absences and increase satisfactory attendance.
- The Broward Truancy Intervention Plan (BTIP) may initiate truancy letters to hold 5-day or 10-day meetings with the parents, principal (or designee), District representative, and State Attorney's Office for the 17th Judicial Circuit Court of Florida.

C. Recognize Good and Improved Attendance

- For the students at Tier 3, appropriate positive reinforcements will be included in their "Attendance Success Plan" to support continued improved attendance. This plan will be developed with the parents, School Counselor, and School Social Worker. Plans and goals will be shared with the child's teachers.
- Tangible incentives may be utilized to help students and parents improve attendance.

D. Provide Personalized Outreach

- Ensure continued positive and regular contact with the family.
- Check-in on "Attendance Success Plans" and communicate with parents at regular intervals. If the plan is not referenced regularly with positive reinforcement, the plan is not being supported.
- Consult with the School Social Worker as a resource for helping families with attendance problems.
- When the student misses school, ensure the assigned personnel is following up on each absence.

E. Remove Barriers

- Implement agreed upon family intervention plan. Monitor for progress.
- Connect students with chronic physical and mental health issues to medical providers.
- For cases of suspected abuse, neglect or endangerment, contact the appropriate agencies to report.

