

2020/21 Attendance Plan
School Improvement Plan (SIP)
SCHOOL NAME 6501 Henry D. Perry Education Center

DIRECTIONS: Section 1 - Goals

SMART goals in the Attendance Plan provide the public with the information needed to understand what is measured and the changes expected through successful implementation of the plan.

(SMART: Specific, Measurable, Attainable, Realistic/Rewarding, Timely).

- Identify a goal for Regular Attenders.
- Identify a goal that addresses Chronic Absenteeism.
- Identify a goal that addresses Severe Chronic Absenteeism.

Note: Data for 2019/20 is based on 130 days of membership.

Goal 1 – Regular Attenders: The "Regular Attenders" category includes students who are present more than 95% of school days. Through March of 2019/20 our school had 5.3% of all students in this category, which was below the center school average (13.1%). Our goal is to increase regular attenders by at least 2% by April 2021.

Goal 2 – Chronic Absenteeism: Chronic Absenteeism is when a student is absent 10% or more full days of school. Through March of 2019/20 our school had 87.1% of students in the chronic absenteeism category, which was more than the center school average (78.4%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of March 2021.

Goal 3 – Severe Chronic Absenteeism: Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. By March 2020, at our school 72.8% of students were in the Severe Chronic Absence category, which was more than the center school average of 62.9%. Our goal is to decrease severe chronic absenteeism by at least 2% by the end of March 2021.

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 (Tier 1)

- Leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents.
- Every week of school, the administrative team will review weekly report from “Opti-Spool” that provides a preliminary list of students that may be exhibiting a pattern of nonattendance. The administrative team will determine next steps for each student with the guidance from one or more support teams (Collaborative Problem-Solving Team and/or Response-to-Intervention team).
- The administrative team will monitor attendance input from teachers and attendance clerks to ensure that all students have an attendance code recorded by their teachers for every period of each school day. Monitoring the number of attendance codes per student helps to improve attendance recordkeeping practices within the school.

B. Engage Students and Families (Tier 1)

- School website includes a page titled “Report an Absence” under the Contact menu to inform all stakeholders how parents can report an excused absence by:
 - note,
 - voicemail, or
 - electronic transmission. Website will include the dedicated Attendance Line phone number and a link to an online form.
- In regular ParentLink communications, the administrator or designee will include brief messages about school attendance.
- Appropriate staff will call or email parents to verify excused absences as needed.
- Regularly share information about the current state of attendance at parent conferences, PTA/PTSA meetings, SAC meetings, SAF meetings, student assemblies, morning announcements, school newsletters, and ParentLink communications. (SAC is the School Advisory Council; SAF is the School Advisory Forum)
- ParentLink emails can be used to communicate attendance goals to all parents. This strategy helps maintain a focus on the impact of attendance in relation to academic achievement.

C. Recognize Good and Improved Attendance (Tier 1)

- Regular attenders are at school more than 95% of school days. Recognize entire grade levels that have the highest percentage of students in regular attendance. Announcements may be made during morning announcements/show, lunch periods, afternoon announcements, a common bulletin board, and special student assemblies.
- Start with “hello.” Teachers, administrators, and support staff visibility in the hallways is helpful for safety. Greeting students with positive affirmations helps establish positive relationships and a healthy school culture associated with improved attendance.
- Congratulate regular attenders with an email through ParentLink to all parents of regular attenders. Community partners may share coupons or vouchers that can be distributed by email (saving paper, ink, time, and manpower for distribution).

D. Provide Personalized Outreach (Tier 1)

- Make direct phone calls to discuss attendance, after-school opportunities (clubs, athletics, academic support programs, post-secondary plans).
- Ensure that parent phone numbers and email addresses remain current by encouraging online registration at the beginning of the school year and cross-checking parent contact information when a parent reports an absence.
- For each student absence, a robocall will be initiated to the parent of each absent student to include a voice message, text message, and email to notify the parent of a recorded absence and the expectation to request the reason for absence from the parent. These calls are initiated by a District office to aid in the efficiency of day-to-day operations at the school.
- Include attendance information on student report cards to display the number of days present, absent, and tardy. Accurate attendance recordkeeping helps facilitate this personalization.

E. Remove Barriers (Tier 1)

- Promote awareness of the school breakfast program that is available to all students AT NO COST.
- Invite parents and community members to community meetings to help address the barriers that keep children from attending school. Topics may include mental health, transportation, homelessness and the McKinney Vento Act, Child abuse, domestic violence, foster care, and other topics identified by stakeholders (parents, teachers, administrators, students, community partners).
- When appropriate, promote a safe-walk-to-school program to address community safety.
- Health interventions such as flu shots, dental checkups and asthma management plans.
- Adoption of a school climate initiative aimed at improving approaches to student discipline and creating a more welcoming environment.

● 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. Total 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 (Tier 2)

- 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.
- Identify students with 5 unexcused absences within a 30-day period. At the earliest possible date, schedule parent conferences with an administrator, teachers, school counselor, and/or school social worker. This conference is intended to educate parents about their responsibility to report absences, identify barriers to regular school attendance, and resolve the problem of nonattendance. For truancy prevention of enrolled students age 6 and up, a meeting is required by all public schools under Florida statute 1003.26(1)(b). This conference also helps reduce the number of parents that may be involved in final stages of the Broward Truancy Intervention Program (BTIP) or for families that may reach a point where the State Attorney's Office must become involved in relation to a student's nonattendance under Florida statute 1003.27.
- Weekly, using BASIS, the leadership team will identify students that have enough absences to be considered chronically absent. Data will help the team determine which families to include special messaging to reduce absences.
- 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 assist in identifying students that may have a need for wrap-around services. Appropriate District support staff will be included in communication for cases that are likely to involve a need for medical interventions (school nurse), assess needs related to mental health and family stability (school psychologist or school social worker).

B. Engage Students and Families (Tier 2)

- Attendance Success Plans and Attendance Contracts: For students with excessive absences (excused or unexcused), templates are available from the Student Services Department's Attendance Program and School Social Work Program. Parents and student will work with the School Counselor or School Social Worker to develop a personalized "Student Success Plan for Attendance" to help track attendance so the child does not miss too many school days. *There is a correlation between good attendance and good academic performance.*
- School Counselors, as part of the school's leadership team & support staff, will reach out by phone to speak with parents of chronically absent students to identify if any support is needed for the family.
- Staff will help identify any family needs and connect the family with services (food pantry, clothing assistance, literacy programs, transportation, etc.).
- Help parents understand and avoid legal consequences of extreme chronic absence.
- Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families.
- Determine if the student has make-up work that is needed to keep up their grade point average and ensure the student and their family understand what make-up work is due.
- Engage students in tracking their own attendance daily.

- 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.

C. Recognize Good and Improved Attendance (Tier 2)

- Recognize good and improved attendance weekly for students that have attendance goals and time frames that are **attainable** to help improve attendance for at-risk or chronically absent students. Include parents and students when possible.
- Recognize these students routinely for good and improved attendance. Positive reinforcement and trusting relationships with staff can help improve attendance.
- Recognize good and improved attendance weekly schoolwide. Social expectations that are important in the school culture can encourage “at-risk attendance” students to attend more regularly.
- Develop strategies with students based on age, interest, and other factors.

D. Provide Personalized Outreach (Tier 2)

- Our school may initiate the use of “Attendance Buddies.” An Attendance Buddy can be adults and responsible student volunteers who partner with “at-risk attendance” students to form relationships that encourage better attendance. Students that might benefit from an Attendance Buddy can be identified as those with a prior history of chronic absenteeism and current year absences.
- Parent-Teacher Conferences with support staff will be scheduled to discuss absences and challenges to identify the barriers that may be addressed through community supports (transportation, food pantry, family counseling through BCPS).

E. Remove Barriers (Tier 2)

- 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

A. Monitor Data (Tier 3)

- August/September: Identify students with a history of severe chronic absenteeism (missing more than 20% of a school year).
- Review attendance daily and ensure that Tier 3 students are in school each day. Follow up on each absence for each student identified for Tier 3 intervention. Personal communication early in the school year may mitigate the need for further Tier 2/3 interventions later in the school year.
- Leadership team will monitor the non-attendance report from Opti-Spool, data from BASIS to identify students that are missing too many school days. Determine if a student is exhibiting a pattern of nonattendance. Child study teams like Collaborative Problem-Solving Team (CPST) or Response-to-Intervention (RtI) may be needed for determination.
- Attendance data is one of the metrics brought to discussion for the Collaborative Problem-Solving Team (CPST) and Response-to-Intervention (RtI). Attendance data may help uncover bigger issues the student or family are experiencing.
- For students whose parents are not responding to interventions, ensure that teachers have logged frequent attempts at communication in BASIS under Tier 1 Behavior. The school should retain copies of attendance contracts and “Attendance Success Plans” that may be used as evidence of school interventions if legal interventions are needed in the future.

B. Engage Students and Families (Tier 3)

Assess student and family needs and intensify outreach:

- Determine if the student and their family is, or should be, agency involved. If they are, work to set up a meeting to coordinate services.
- Refer students and families to appropriate service agencies (e.g. social services, human resources, counseling, housing, and health services).
- Work with relevant agencies to develop a comprehensive educational plan that also address student and family needs.
- Share data with appropriate agencies and ensure that agencies are using chronic absence as a must-respond-to indicator.
- Work with families to avoid legal consequences to the extent possible.

If necessary, leverage the power of the courts to involve families and students in needed services and interventions.

- Determine if the courts have access to additional programs or services that would assist the family in overcoming barriers to attendance.

Work to ensure that the student is connected to positive supports and programs (examples include mentoring, a referral to a school social worker, positive peer interactions, a school-based adult as an “attendance buddy”)

C. Recognize Good and Improved Attendance (Tier 3)

- Incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance.
- Include recognition practices from Tier 1 and Tier 2 as appropriate.

D. Provide Personalized Outreach (Tier 3)

- Ensure continued positive and regular contact with the family.
- Check-in on agreements at appropriate intervals.
- Follow through on commitments of support to the family.
- When the student is absent from school, ensure assigned personnel is following up on each absence.

E. Remove Barriers (Tier 3)

- Implement agreed upon family intervention plan. Monitor for progress.
- Connect students who have chronic physical and mental health issues to medical providers.
- Work with the school social worker, Student Services Department, and the State Attorney's Office to determine next steps related to legal proceedings.