

2025/26 Attendance Plan School Improvement Plan (SIP) Cypress Run Education Center (2123)

This Attendance Plan takes a team approach to ensuring that students have a welcoming and supportive educational environment. This plan identifies school-based team members, SMART Goals, foundational supports, and 3 Tiers of interventions and support to help promote and improve student attendance.

Tiered strategies and interventions include these **5 core ingredients**:

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

Attendance Team		
	Student	Javon Ivey
	Parent	Jambrea Avidity
	Position	Name
1	Teacher	Varies by student
2	Acting Principal	Janet Jackson
3	Assistant Principal	Janet Jackson
4	Attendance Clerk	Sharmain Lindsey
5	School Counselor(s)	Dr. Roseta Mighty, Dr. Fanya Jabouin, Georgette Keldo Harris, Zulema Bond
6	ESE Specialist	Irene Noel
7	School Nurse	Kim Alvarez
8	School Social Worker(s)	Ruth Auguste
9	Other (Optional)	

Attendance Goals	
Goal 1: Excused Absence Rate	Excused Absences (%) 4.93% (25-26) Goal 1 Excused Absences All absences are unexcused until the school processes the reason for absence communicated from the parent. The District's goal is to meet or exceed an overall 50% excused absence rate. During the 24-25 school year, 4.93% of absences were excused. The center school average was 18.83%. Our goal is to improve our excused absence rate by the end of the 25-26 school year.
Goal 2: Students with Attendance Above 90%	Above 90% (24-25) 18.89% (25-26) Goal 2 Attendance Above 90% During the 24-25 school year 18.89% of our students attended more than 90% of school days. The average for center schools was 62.16%. Our goal by the end of the 25-26 school year is to maintain or exceed 18.89% (from 24-25).
Goal 3: Total Chronic Absenteeism	% Chronic (24-25) 16.94% (25-26) Goal 3 Total Chronic Absenteeism Chronic Absenteeism is when a student is absent 10% or more full days in a school year. Through the end of the 24-25 school year, 16.94% of our students were in the chronic absent category, the center school average 60.17%. Our goal is to decrease overall chronic absenteeism at our school by at least 1% by June 2026.
Goal 4: Severe Chronic Absenteeism	% Severe Chronic (24-25) 63.52% (25-26) Goal 4 Severe Chronic Absenteeism Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. Our school had 63.52% of students in this category by June 2025. The average for center schools was 40.73%. Our goal is to decrease severe chronic absenteeism with our school community by June 2026.

SIP Attendance Plan 2025/26

Team Members: (1) Teacher, (2) Principal, (3) Assistant Principal, (4) Attendance Clerk, (5) School Counselor, (6) ESE Specialist, (7) School Nurse, (8) School Social Worker, (9) Other/optional staff.

Foundational “Whole School” Supports

The table below represents the foundation of our 3 Tiers of Intervention in the Attendance Plan. These foundational supports are the building blocks of good schools that promote attendance. When resources are not in place, it is the responsibility of the school and community to put them in place.

Foundational “Whole School” Supports			
Physically healthy learning environment	Attendance is recorded daily, promptly and accurately	Positive relationships between school staff, students, and families	Support for all families to facilitate learning at home and at school
Welcoming, social-emotional safety, trauma-informed school climate	Access to Learning Supports	Access to technology	A culture of continuous improvement
Predictable daily/weekly routines, rituals and celebrations	School regularly communicates methods to report excused absences	Enrichment activities and clubs	Active engagement of parents and students in planning and problem-solving

Key Ingredients for Systemic Change

As the graphic below shows, improving attendance is a team sport, not a solo effort, and ultimately requires a systemic approach. While attendance improvements can begin in a single classroom or school, the most effective and sustainable approaches are data-driven, and are supported by strong district, school, and community leadership. These key ingredients of change support taking a systems approach and can be applied to district and state-level action and policy – which are ideally working in alignment with each other.

Capacity Building

Provide professional development to district and school staff and community partners so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.

Actionable Data

Collect and report quantitative attendance and chronic absence data and qualitative analysis that can show reasons that students miss school that are accurate, accessible, timely, comprehensive and understandable. In BCPS, school leaders have continuous access to BASIS with the most recent attendance data and quarterly summaries provided by the District Attendance Office.

Positive Engagement

Create a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centered on belonging and engagement and help everyone to understand why daily attendance matters from PreK-12th grade.

Strategic Partnerships

Strengthen and expand partnerships between the District, school and community to provide for a full range of resources and supports to address barriers to attendance. Engage outside partners that can support building relationships and engaging students and families in identifying and addressing attendance barriers.

Adequate, Equitable Resources

Resources and funding are sufficient to ensure students, from all backgrounds and circumstances, receive a quality education and similar opportunities to thrive and achieve in school, career and college.

Shared Accountability

Absenteeism is a cross-cutting issue and cannot be solved by any one person, department or agency. Create cross-departmental systems and infrastructure support for attendance and stakeholders (students, families, educators, agencies, and community partners) responsible for helping to reduce chronic absence.



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Tier 1: Schoolwide Attendance Campaign – Successful Tier 1 strategies rely on foundational supports and represent universal strategies intended to encourage good attendance for all students.

Superscripts at the end of each item indicate which Attendance Team members are most associated with the actionable item.

A. Monitor Data (Tier 1)

- School leadership will ensure that all teachers are fully trained and aware of using pinnacle daily for taking classroom attendance daily.
- All clerical staff will be trained and have access to attendance manager.
- IMT/Registrar will provide monthly report for current year attendance which will inform the direction of attendance initiative.
- Monthly, School Social Worker and school counselors will monitor attendance using data from basis, optispool, and data warehouse in effort to set up goals for school wide attendance recognition plan.
- School Social Worker and/or Counselors will utilize all collected data to identify at risk students that may require tier 2 interventions.

B. Engage Students and Families (Tier 1)

- Parents will have access to attendance line/phone number which will be easily accessible in the school's website.
- School Administrators and/or School Social Worker will outreach to parents using email, Canvas and parent link to inform and remind parents of the importance of attendance.
- On a quarterly basis, teachers will make contact (via phone, email, or face to face) with parents to include information about attendance and to help strategize goals for school achievement.

C. Recognize Good and Improved Attendance (Tier 1)

- School Leadership will share and provide access to students to participate in district wide attendance events as eligible.
- School based and remote attendance recognition will be executed throughout the school year (i.e. Monthly Perfect attendance and Most Improved "shout-out", certificates, tangible rewards).
- School Leadership will send out monthly Recognition Letters and or emails to parents whose children have been identified with 100% and/or Improved attendance.

D. Provide Personalized Outreach (Tier 1)

- ESE specialists and or facilitator will facilitate transition meetings for students returning to their home-based schools.
- Student records will reflect all attendance (i.e. cum folders, report cards, etc.).
- Information about chronic absences will be provided during intake and throughout the year for all parent programs.
- School Social Worker will utilize 5-day letter for patterns of non-attendance in order to start engaging with parents to assess overall needs.
- Teachers will be trained to incorporate importance of consistent attendance in daily activities with students using PBIS activities such as morning meeting and positive feedback.

E. Remove Barriers (Tier 1)

- Free breakfast will be provided school wide for all students daily.
- Transportation will be provided for all students within attendance boundaries.
- Parents will be provided access to obtain onsite parking for students.
- School Leadership along with school staff will host parent night throughout the year in order to inform parents about services, district policies, and open house.
- Social worker will contact families to address any possible transportation issues that may contribute adversely to student attendance.

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Tier 2: Strategies and Interventions to Improve Attendance – Using attendance as an Early Warning Indicator, Tier 2 interventions can help prevent a student from falling into chronic absenteeism or help stabilize attendance.

Identifying Tier 2 Students

Tier 2 Warning Signs: Early warning indicators include: prior year chronic absenteeism; 3 or more absences in the first 4 weeks of enrollment; and absent 10% or more school days at any time during the school year.

Chronic Absenteeism: Absent 10% or more school days. All absences count as missed days of instruction (including excused, unexcused, and suspensions). Early interventions for these students are recommended before the end of September and continuing throughout the school year.

A. Monitor Data (Tier 2)

- On a weekly basis, IMT/Registrar will provide Social worker 5-day notice of non-attendance from Optispool. Social Worker will review report and identify students who may be at risk of chronic absenteeism.
- Daily, Teachers will monitor student attendance using pinnacle or basis.
- Bi-weekly, collaborative team meetings and ESE weekly team meetings will be used to consult with teachers to assist in addressing students at risk of chronic absenteeism.

B. Engage Students and Families (Tier 2)

- CREC School Social Worker and/or Family Counselors will conduct outreach via phone to student's parent(s)/guardian of chronically absent students to assess and to address any psychosocial needs of the family.
- Once a student is identified as at risk for chronic absenteeism, School Social Worker and/or Family Counselors will meet with the student to identify needs and possible solutions to rectify attendance issues and generate possible solutions to address attendance concerns. The goal of these discussions will be to reduce, refocus, and motivate student to commit actively in school.
- Once a student is identified as at risk for chronic absenteeism, School Social Worker and/or Family Counselors will initiate a contract and meet weekly with students to motivate and monitor student progress toward attendance improvement goals.

C. Recognize Good and Improved Attendance (Tier 2)

- Student identified as at risk for chronic absenteeism and successfully completes a week of solid attendance will be eligible for incentive such as:
 - recognizable shout outs over the loudspeaker to reinforce and motivate their presence in school.
 - Participates in 1:1 activity with support staff to incur points for their behavior point sheet.
- Students will be provided tangible incentives monthly as a result of incurring recognition through the "shout-outs" and other activities for good and improved attendance.

D. Provide Personalized Outreach (Tier 2)

- School Leadership will invite motivational speakers/role models that will teach students the value of success and self-determination.
- School Leadership will provide Parents information and resources from the student services department from Broward Schools <http://www.browardstudentservices.com>.
- School Leadership and Staff will encourage Parents to explore and utilize these resources in supporting that students to successfully maintain consistent attendance in school.

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E. Remove Barriers (Tier 2)

- Social worker will contact families to introduce and orient families to his/her role as resource linkage for clinical support and services.
- Social worker will link parents to public agencies, community partners and involve school nurse when necessary to follow up on medical related absences.
- School leadership will provide training to staff to help them recognize signs of medical and mental illness and/or substance abuse concerns with students which will adversely impact their school attendance.
- Social worker will contact families to address any possible transportation issues that may contribute adversely to student attendance.

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Tier 3 Interventions – Tier 3 represents the highest level of intervention and support for students and families.

Identifying Tier 3 Students

Tier 3 Warning Signs: Early warning indicators include prior year severe chronic absenteeism; 5 or more absences in the first 4 weeks of enrollment; and more than 15% of school days absent from the start of the student's enrollment.

Severe Chronic Absenteeism: Absent 20% or more school days. All absences count as missed days of instruction (including excused, unexcused, and suspensions). Early interventions for these students are recommended before the end of September and continuing throughout the school year.

A. Monitor Data (Tier 3)

- Identify students with severe chronic absenteeism for each quarter throughout the year.
- CREC Social Worker and Case Managers will identify, review, and monitor Student's patterns of nonattendance/chronic absenteeism using Optispool, Data warehouse, and Data from Basis.
- CREC Support Team will use attendance data to discuss, evaluate, and plan during grade level collaborative team meetings, RTI, and administratively placed transition meetings to identify possible needs and resource links for students and their families.

B. Engage Students and Families (Tier 3)

Assess student and family needs and intensify outreach:

- Maintain collaborative partnerships with community-based agencies and refer students to these appropriate agencies as need arise. Truancy petition may be considered on a case by case basis.
- Inform and maintain ongoing communication with appropriate community-based agencies regarding school policy around chronic absenteeism and encourage agencies to incorporate as part of indicators for successful service outcomes.
- Utilize resources throughout the district and education field that provide best practices to decrease chronic absenteeism and increase motivation for student attendance.
- Identify and maintain ongoing communication with parents and community-based agencies to mitigate chronic absenteeism and/or before executing any severe consequences related to a student's truancy concerns.
- Support staff monitors and contacts parents weekly.
- Social Worker will establish and monitor attendance contract with student and family. Social Worker will provide outreach and/or community linkages to parents to support student attendance goals.
- Social Worker will provide detailed attendance report or summary monthly to parents to address the attendance contract or as per attendance contract.

If necessary:

- Determine if the courts have access to additional programs or services that would assist the family in overcoming barriers to attendance.
- Identify students who are involve with DJJ and establish and maintain ongoing communication to encourage the court to incorporate the requirements of consistent school attendance as a component of their monitoring of student.

C. Recognize Good and Improved Attendance (Tier 3)

- All Tier 3 students will be placed on Attendance enhancement plan. This is a contract to address, and support students' continued improvement in daily attendance.
- The Attendance Enhancement Plan will be developed collaboratively by the student, parent(s), and school social worker. In addition, all established attendance plan and goals will be shared with Student's teacher and CREC support team for positive reinforcement of the student's goals.
- Social Worker along with School Family Counselors will establish and sustain a monthly attendance recognition program to identify and acknowledge students who are designated as Most Improved and Perfect Attendance Recipient.

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D. Provide Personalized Outreach (Tier 3)

- Social Worker will maintain consistent communication with the family that serves to assess needs, motivate, and reinforce positive attendance outcomes for all tier 3 students.
- School Social Worker will serve as a resource for school staff, families, and students with attendance issues.
- Ongoing dialogue between IMT/Registrar, Teachers, Support Staff, and Social Worker will be sustained in order to ensure appropriate follow up for student absences.

E. Remove Barriers (Tier 3)

- Establish and implement attendance contract and intervention plan. Maintain progress monitoring of the plan.
- Identify biopsychosocial needs of student and provide linkage with appropriate referrals.
- Social worker and support team will maintain vigilance in identifying student issues that fall under mandatory laws.

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