

Instructions:

A generic SMART goal has been prewritten for schools to copy and paste into the Attendance Plan. However, each school must access the SIP Attendance Dashboard to identify its own attendance data and enter the school-specific attendance percentage for its goal. To review last year's SIP goals, select "View 25–26 SIP Goals" in the lower-left corner of the dashboard.

Please use the link below to access the SIP Attendance Dashboard to complete your goal for School Year 2026-2027. [SIP Attendance PowerBI Dashboard](#).

2026/27 Attendance Plan School Improvement Plan (SIP) CYPRESS RUN EDUCATION CENTER (2123)

This Attendance Plan takes a team approach to ensure that students have a welcoming and supportive educational environment. This plan identifies school-based team members, SMART goals, foundational supports, and three tiers of interventions and supports 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	Michael Cambell
	Parent	
	Position	Name
1	Teacher	Varies by student
2	Principal	Wylie L. Howard Jr.
3	Assistant Principal	Janet D. Jackson
4	Attendance Clerk	Sharmain Lindsay
5	School Counselor(s)	Roseta Mighty
6	ESE Specialist	Christian McCarter
7	School Nurse	Sub
8	School Social Worker(s)	Hilah Krieger
9	Other (Optional)	Fanya Jabouin

Chronic absenteeism occurs when a student misses **10% or more of the school year for any reason**, including excused absences, unexcused absences, and suspensions. **For example:** In an 180-day school year, a student is considered chronically absent after missing **18 or more days**, regardless of the reason for the absences. Please use the

Key points:

- Counts all absences, not just unexcused ones.
- Focuses on total instructional time missed, not attendance codes.
- Differs from truancy, which refers only to unexcused absences.
- Chronic absenteeism is used as an indicator for academic risk and is often part of accountability systems.

SIP Attendance Plan 2026/27

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.

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Attendance Goal	
Goal 1: 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 25-26 school year, 116.62% of our students were in the chronic absent category, the center school average was 82.86%. Our goal is to decrease overall chronic absenteeism at our school by at least 1% by June 2027.

ATTENDANCE COUNTS! EVERY SCHOOL DAY



SIP Attendance Plan 2026/27

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.

Early Interventions and Statutory Attendance Requirements ([F.S. 1003.26](#))

Florida law requires schools to track excused and unexcused absences and contact the home when an absence is unexcused or the reason is unknown. Early intervention helps prevent patterns of nonattendance and supports student learning. Each school is required to take the following steps to promote regular attendance:

Step 1: Parent Phone Call

For each unexcused absence, or any absence with an unknown reason, the student's teacher must contact the parent or guardian to determine the reason for the absence. Document all contact attempts and outcomes in FOCUS.

Step 2: Teacher Reporting of a Possible Pattern of Nonattendance

The teacher must report to the principal or designee any student who has five (5) unexcused absences in a calendar month or ten (10) unexcused absences within a ninety (90) calendar-day period, whichever occurs first.

Step 3: Mandatory Consideration for Child Study

The principal or designee reviews the student's attendance to determine if there is a possible pattern of nonattendance. If the absences are not authorized under district attendance policies, the case must be referred to the Collaborative Problem-Solving Team (CPST) to determine the reason for the absences and identify appropriate supports. If no pattern is found, the school should continue to monitor the student's attendance.

Step 4: Required Collaborative Problem-Solving Team Interventions

- If the CPST determines a pattern of nonattendance is developing, whether absences are excused or unexcused, a meeting with the parent **must be scheduled** to identify potential interventions.
- The CPST may allow the parents to participate virtually or by telephone if they are unable to attend in person.
- If the parent or student fails to attend, the CPST **must proceed** with the meeting and develop written recommendations based on available information.
- Recommendations must be documented and provided to the parent within **seven (7) days** of the CPST meeting.
- The CPST must identify the underlying causes of truancy and implement appropriate interventions or referrals, including addressing contributing environmental factors (e.g., in-person or cyberbullying) and providing available support options.

Additional Interventions and Referrals: The CPST may provide additional supports, including frequent parent contact, and in collaboration with the school social worker, a referral to the Department of Juvenile Justice's (DJJ) approved provider for voluntary family services. A signed release of information is required to submit the referral; the information may be shared with the parent to initiate services themselves. In Broward County, two agencies provide these services:

- [Lutheran Services of South Florida](#)
- [Prevention Central](#)

Step 5: Diligence, Documentation, and Escalation

The CPST must diligently implement interventions and maintain documentation of parent contacts, meetings, attendance data, services provided, and outcomes.

Step 6: Continued Student Noncompliance

Elementary Schools: Follow the referral process for the Broward Truancy Intervention Program (BTIP). BTIP may offer additional interventions, recommendations, and monitoring, or refer the case to the State Attorney's Office if noncompliance continues.

Secondary Schools: After exhausting attendance-related interventions, the case should be referred to a DJJ provider, with parent consent. The school social worker shall request a signed release of information from the student's parent. The provider will then offer voluntary family services, schedule a case staffing meeting, and may recommend a CINS/FINS referral per [F.S. 984.151](#). If the student's parent(s) or legal guardian(s) decline services through the CINS/FINS program, the CPST and school social worker will continue to support and provide interventions to the student and family, including referrals to community resources as needed to promote the importance of school attendance.

Connecting Statutory Attendance Requirements to Tiered Interventions

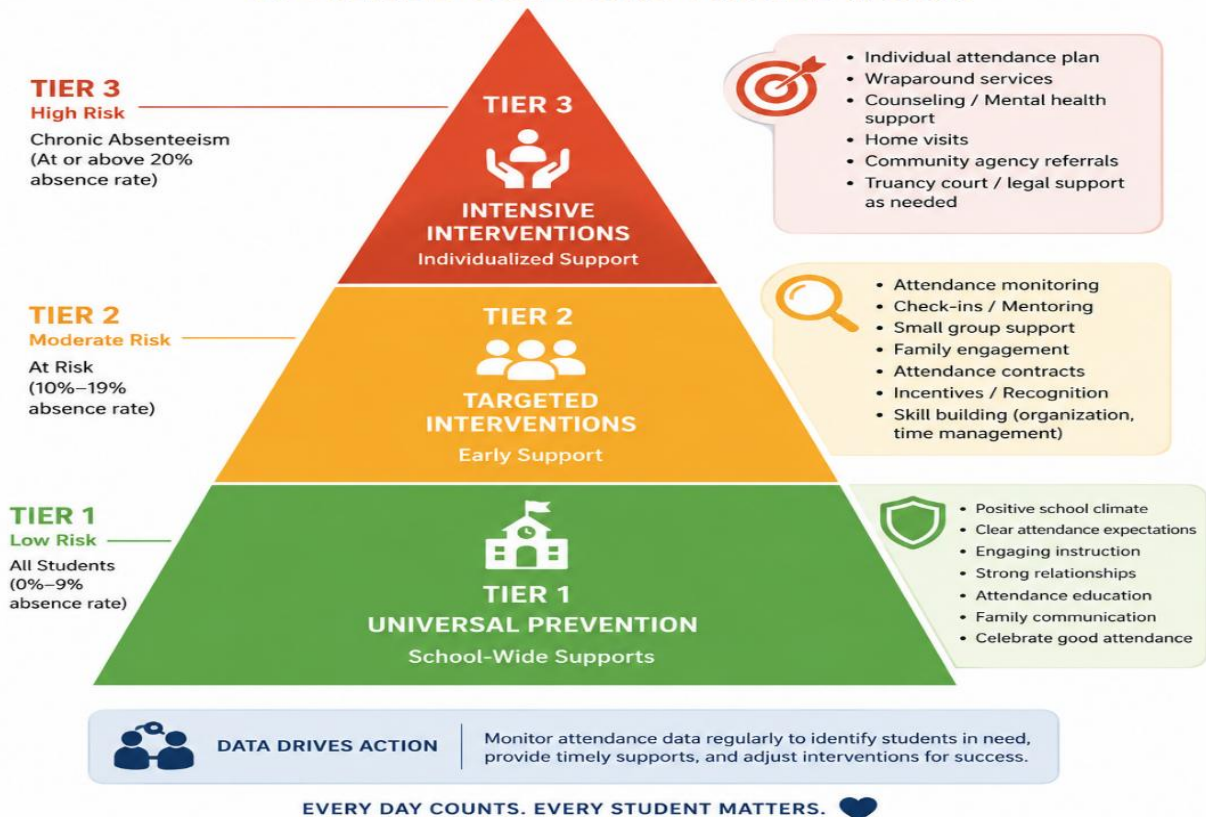
Florida's statutory attendance requirements establish clear expectations for timely monitoring, parent contact, documentation, and escalation when a pattern of nonattendance is identified. The tiered intervention framework supports this process by helping schools respond early and systematically using Tier 1 strategies to promote regular attendance for all students, Tier 2 interventions to provide targeted support when warning signs emerge, and Tier 3 interventions to address intensive or persistent attendance concerns through coordinated problem-solving, family engagement, referrals, and ongoing progress monitoring.

Foundational "Whole School" Supports

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

Physically healthy learning environment	Attendance 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	Active engagement of parents and students in planning and problem-solving	Predictable daily/weekly routines, rituals and celebrations	School regularly communicates methods to report excused absences
Access to technology	Culture of continuous improvement	Enrichment activities and clubs	Access to Learning Supports

ATTENDANCE INTERVENTIONS A TIERED SUPPORT FRAMEWORK



Tiered Attendance Interventions

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.

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.

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.

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.

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.