## Student Attendance

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| **Student Attendance** | | | | | |
|  | **Schoolwide Performance** | | **Grade Level Performance** | | **Student Group Performance** |
| **Highlights** |  | |  | |  |
| **Comparison to 2019 etc** |  | | | | |
| **Critical Root Causes** |  | | | | |
| **Student Attendance** | | | | | | |
| **School Objective:**  *By the end of the 2024-25 school year, reduce chronic absenteeism by xx%.* | | **Grade Level Objective:**  *By the end of the 2024-25 school year, reduce 6th grade chronic absenteeism by xx%.* | | **Student Group Objective:**  *By the end of the 2024-25 school year, reduce CIT chronic absenteeism by xx%.* | | |
| **Improvement Strategy:** *Identify 1-3 key core practices that will be used to support attendance among all students.*  *Ex. Conduct connectedness activity quarterly with all staff identifying students lacking meaningful trusted adult relationships.*  *Ex. On a daily basis, provide schoolwide announcements identifying classrooms/advisory teams with perfect (best) attendance.* | | | | | | |
| **Intended Outcomes:** *Build a web or map identifying student to adult meaningful relationships highlighting students with relative gaps.*  *Create a friendly atmosphere of attendance competition among students and staff.* | | | | | | |
| **Action Steps:**   * *Build roster of students needing connection from perspective of staff.* * *Identify staff member to attempt to build student connection.* * *Meet 1:1 with student to explore interests and to identify any known barriers to attendance.* * *Identify within school resources and/or out of school resources which may build connection and/or remove barriers.* * *Have teachers refer students to MTSS Team should 1:1 attempts lack success.*   **Action Steps:**   * *Establish clear guidelines for morning attendance taking including who centrally will create tally.* * *Establish approximate time each day for announcement.* * *Work with partners in education and central office to secure incentives.* * *Create schedule of announcing winners and incentives (daily, weekly, monthly)* | | | | | | |
| **Improvement Strategy:** *Identify 2-3 Tier II interventions that will be used with students approaching and/or at chronic absenteeism rates.*  *Ex. Conduct interest inventory with student in an attempt to identify a co-curricular or extra-curricular interest.*  *Implement 10-day informal attendance monitoring plan.* | | | | | | |
| **Intended Outcomes:** *To identify a point of connection for the student to motivate attendance.*  *To establish a mutually agreeable “contract” with a student to increase attendance.* | | | | | | |
| **Action Steps:**   * *1:1 meeting to conduct inventory* * *Identify any known/new barriers to attendance (family stressor, academic frustration, safety concern)* * *Identify time in the day when the student can participate in chosen activity*   **Action Steps:**   * *1:1 meeting to discuss contract* * *Identify any known/new barriers to attendance (family stressor, academic frustration, safety concern)* * *Identify mutually agreeable incentive* | | | | | | |
| **Improvement Strategy:** *Identify 2-3 Tier III interventions that will be used with students approaching and/or at chronic absenteeism rates.*  *Ex. Use school refusal scale to identify root causes and to develop a plan to support attendance with parent involvement.*  *Implement 20-day formal attendance monitoring plan with student and parent.* | | | | | | |
| **Intended Outcomes:**  *Identify root causes and to educate family on critical importance of attendance.*  *To establish a mutually agreeable “contract” with a student to increase attendance.* | | | | | | |
| **Action Steps:**   * *Get signed permission from parent to complete “school refusal scale”* * *Meet with student to complete the scale* * *Meet with student and parent to discuss findings and to share critical attendance information* * *Develop attendance plan with incentives*   **Action Steps:**   * *1:1 meeting with parent and student to discuss contract* * *Identify any known/new barriers to attendance (family stressor, academic frustration, safety concern)* * *Identify mutually agreeable incentive* | | | | | | |

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