

Matthews Elementary School-Wide Tiered Attendance Plan

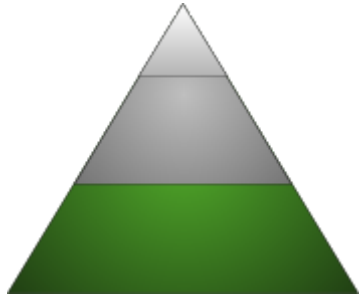
This plan is developed in satisfaction of BOE Regulation S-ATT/R

Principal Name: Penni Beth Crisp	Learning Community: Elementary Schools-A
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Rationale: Research shows that schools that have clear and consistent tiered attendance practices demonstrate reduced attendance concerns and better student outcomes. This plan describes the strategies and practices that your school will implement across the school for all students at Tier I, for students with moderate attendance concerns at Tier II, and students with severe attendance issues at Tier III. This school-wide tiered attendance plan is distinctly separate from process flow for individual students in need of attendance intervention and support in that individual student plans, part of your Tier II and Tier II practices, are customized to the unique needs of each student.	Instructions: <i>Write your plan with enough detail that someone outside your school could understand the attendance practices that are in place.</i> 1. Prioritize building your Tier I plan first using school attendance data, information about student population preferences and needs, and with existing staffing and structures in mind. Supportive resources are linked below. 2. Build your Tier II and Tier III practices. 3. Include a link to this plan within your SIP submission. 4. Review attendance data regularly in accordance with your Tier I practices; make adjustments to school-wide, subgroup, and Tier II and III practices based on the data.
General Resources: Tiered Attendance Planning Resources, CMS Attendance Canvas Hub, Attendance Works; Language Assistance Information, Indistar Wiseways A4.09, B1.07, B3.05	

School Notes/Comments (Optional):

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Tier I Attendance Plan

Practices to address attendance promotion and absenteeism prevention

Key Element 1

Identify practices that ensure daily attendance is completed and authenticated. Consider:

- Completed on-time
- Use of online reporting of an absence
- Management paper and electronic excuse notes

Key Element 1 Description:

- All teachers are required to submit attendance by 9:00 AM. Substitutes are provided a paper copy of rosters and return to the front office by 9:00 AM.
- Parents are encouraged to use online reporting of absences. Paper notes are accepted and filed.
- Attendance secretary calls classrooms to remind teachers to complete attendance if not completed by 9:00 AM. If a teacher is continually tardy in submitting attendance, the Principal will contact the teacher.
- A list of absent students will be sent to the Student Services Team after the PowerSchool report is downloaded.
- Teachers will contact families after two consecutive absences to secure notes and reason for absences.
- The Student Services Team will follow up with students/families after three consecutive absences.

Key Element 2

Identify what communication practices will you have in place to inform staff, students, and parents of attendance expectations and processes, to include problem solving steps. Consider:

- Parent attendance education needs
 - Why attendance matters
 - How to report absences
 - Immunization info
 - Transportation issues resolution
- Cadence of parent education/communication
- Informing school community about attendance progress/data
- Substitute teacher and class coverage attendance expectations

Parent Communication Methods

☐	Blackboard/Connect 5
☒	ParentSquare
☒	Back to School Nights
☒	Digital Handbook
☐	Social Media
☒	Other(s) Attendance Meetings with Chronically Absent Students/Families

Key Element 2 Description:

Staff:

- Staff is educated on the importance of attendance during Staff Meetings/Weekly Bulletins
- Substitutes are reminded to complete attendance online by the deadline.
- Staff is aware that they should contact students who are absent and refer to the SS team after the third absence or no response from the parent
- Staff documents phone calls regarding attendance in their contact log.
- SS team members use a google form to document contacts.
- SS team goes over attendance updates weekly and works with classroom teachers to support individual families through attendance meetings and/or resources needed.

Students:

- Students participate in the "Way to Bee" here competition between classes for attendance
- Attendance percentage posted on front door of office

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				- Attendance importance is highlighted in morning meetings and weekly messages. Families: - Attendance expectations are shared at Open House, Curriculum Night, and weekly family messages. - Interpreters are present at all events. - Paper and digital education regarding attendance is translated for ML learners - Share with families the support/resources we can provide after allowing them the opportunity to share their struggles regarding student attendance before threatening or expressing to families that they are in trouble
	Describe the plan for communicating with parents/guardians of multilingual learners.	We will translate communication into the language spoken and use the interpreter line when needed.		
	<u>Key Element 3</u> What team will monitor the implementation and effectiveness of this school-wide tiered attendance plan, as well as school-wide attendance data? Consider: - Cross-functional team membership - Expertise in factors influencing attendance - Capacity to review data regularly	☒	Student Service PLC Attendance Oversight Team Administrative Team MTSS Leadership Team Other	<u>Key Element 3 Descriptions:</u> - The student services team focuses on attendance during each PLC. Grade level counselors manage the students/families in their assigned grade levels. - Our school wide goal is to have under 12% of our students chronically absent - We review attendance for students who are chronically absent, students who have the potential to be chronically absent, and any student who misses three days in a row - Data is reviewed from the Navigator Portal - The administrative team reviews our work and follows up with students if needed
	On which dates will the above team review attendance? Twice monthly monitoring is recommended.	The SS team reviews schoolwide attendance weekly during PLC. Grade level counselors review their students daily if three or more absences.		
	Which data will be reviewed and acted upon? Consider:	We monitor our daily attendance rate, our chronically absent rate, unexcused vs. excused absences, absences of subgroups and how attendance performance connects to SIP goals. Each		

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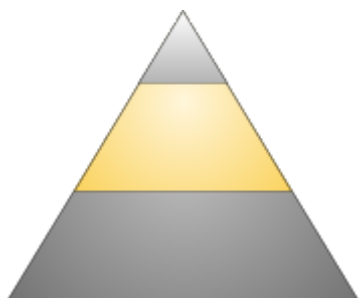
	- SIS Attendance Reports - Attendance Rate (AR) - Chronic Absenteeism Rate (CA) - Causes of absences - CA and AR by subgroups and grade level - How attendance performance connects to SIP goals	grade level counselor communicates with their grade level team when needed and discusses trends when noticed.											
	How will attendance data be shared with all stakeholders? Consider: - Staff - Parents - Students - Community partners - ML parent language needs	Attendance updates provided during conferences and SIT meetings. Interpreters will be provided if necessary. School attendance data will be shared with students during morning meetings, Friday afternoons on the announcements, and on a bulletin board outside the cafeteria. Attendance updates will be shared with staff through weekly bulletins and staff meetings.											
	<u>Key Element 4</u> Identify proactive strategies you will use to promote higher attendance for all students. Consider: - Which school community audience(s) need to be targeted? Students, parents, staff, community partners? - Subgroups and grade levels where attendance data is divergent from school averages. - What population needs within school control, if addressed, would support improved attendance?	<u>Student-Centered Strategies</u> <table><tr><td>☒</td><td>Assemblies</td></tr><tr><td>☒</td><td>Contests</td></tr><tr><td>☒</td><td>Establishment of Attendance Expectations</td></tr><tr><td>☒</td><td>Incentives</td></tr><tr><td>☐</td><td>Other</td></tr></table>	☒	Assemblies	☒	Contests	☒	Establishment of Attendance Expectations	☒	Incentives	☐	Other	<u>Key Element 4 Description:</u> • There is a schoolwide challenge, “Way to Bee”, that each class participates in to earn the title of “Queen Bee” for their grade level. • Attendance percentage on front door of main office • Families will attend attendance meetings, when necessary, to address attendance concerns. • Teachers/staff earn jeans/workout wear passes for attending school every day. • Classes receive an award sticker for having the highest attendance percentage. • Grade level counselors will work with the subgroups/students who have lower attendance to set realistic goals and be encouraged for reaching those goals.
☒	Assemblies												
☒	Contests												
☒	Establishment of Attendance Expectations												
☒	Incentives												
☐	Other												

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Tier I - Core

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Tier II Attendance Plan

Practices to address members of the student population with moderate attendance issues

Parent/Family Communication

How will you offer personalized outreach to families for students that are demonstrating attendance concerns?



Phone Calls



Home Visits



Parent-Teacher Conferences



Connect Student Services Team



Other

Description:

- Personal phone calls needed for students chronically late
- Student Services team members will conduct home visits for students who are chronically absent/late.
- 3, 6, 10-day letters will be sent to families consistently
- Letters and communication will be translated when needed
- Family conference will be held to support and provide resources to chronically absent/late students.

3 & 6-Day Unexcused Absences

What structures will be used to ensure:

- 3-day communication takes place and is documented?
- 6-day attendance letters are sent?
- Copies of letters and supporting information are maintained in accordance with district protocol?

Who is responsible for what?

Description:

- The attendance secretary will send home 3 and 6-day letters monthly.
- The attendance secretary maintains a spreadsheet to document to whom the letters were sent. This spreadsheet is shared with grade level counselors and administration.
- Copies of letters are made and placed in cum folders by the attendance secretary.

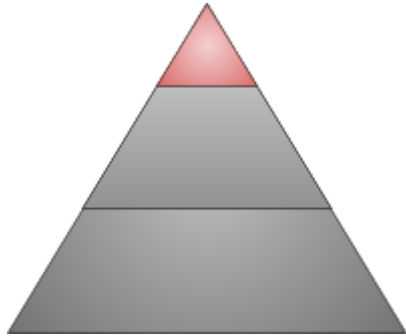
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	<u>Interventions/Strategies</u> What evidence-based interventions will be used at Tier II? What evidence-based strategies will be used when the attendance issue is parent-centered? Who is responsible for doing what? Attendance STP	Direct Service Interventions		Description: - Grade level counselors will use Check In Check Out or attendance buddies with students who have attendance concerns. - Families will receive phone calls/emails from classroom teachers, grade level counselors, and administrators to address parent-centered issues related to attendance to provide support and resources. - Attendance groups meet with counselor as needed
		☒	Check In Check Out	
		☐	WhyTry	
		☒	Attendance Buddy	
		☒	Attendance Group	

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Tier II - Supplemental

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Tier III Attendance Plan

Interventions to address the needs of students with severe attendance problems

Barriers to Attendance

What recurring trends and barriers are present for students with the most intensive attendance issues (ex. discipline issues, medical, homelessness, etc)?

What short-term and long-term action steps could mitigate or eliminate these barriers?

How you will utilize existing community and school partners to support barriers to attendance. (i.e. discipline issues, medical, homelessness, etc).

Identify unmet community partnership and resource needs that could support identified barriers.

Description:

- Barriers to attendance include:
 - Homelessness
 - Unstable home environment
 - Lack of transportation
 - Cultural differences
 - Medical issues
 - Student mental health
- Short-term and long-term action steps to mitigate/eliminate the barriers:
 - Provide resources in relation to housing
 - Provide short-term counseling for mental health needs
 - Refer to school-based or community-based counseling or mental health services
 - Provide community resources for drug and alcohol use
 - Work with the district/vendors to provide transportation for MCV students
 - Provide referrals/resources for physicians in relation to medical issues
 - Meet with families and be culturally responsive to families while educating on the importance of coming to school
- Utilize existing community and school partners to support barriers:
 - Matthews Help Center for wrap around services
 - Second Harvest for food/backpacks
 - District MCV program (personal care, food, etc.)
 - Church partners for backpack meals on the weekend
 - Charlotte Housing referrals
 - Lions Club for glasses
- Unmet community partnership/resource needs:
 - More school-based mental health services
 - District vetted community resources
 - Mental health resources for students and families

10-Day Letter Process

What structures will be used to ensure:

- 10-day attendance letters are sent or hand delivered?
- Copies of letters, emails, and supporting



Mailed Letter & Email Sent



Hand-Delivered

Description:

- Attendance secretary will print the 10-day letter.
- For students who have documented illnesses, the letter will be mailed and email sent.
- For students who have unexcused absences, the letter will be hand-delivered by an administrator and counselor and/or social worker.

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	information are maintained in accordance with district protocol? Who is responsible for what?			Copies of letters will be placed in the cum folder by the attendance secretary.
	<u>Intensive Problem-Solving and Intervention</u> Who is responsible for initiating and completing the Tier 3 Attendance Review Conference with the parent/guardian?	☒	Administration	Description: - Families will be required to sign a parent contract for attendance if absences are unexcused. - Grade level counselor and/or Social Worker initiates Tier 3 attendance meeting to include family, classroom teacher, and administrator.
		☒	Student Services Team	
		☒	Other:Teacher	
	<u>Truancy Referrals</u> What person or team is responsible for completing the truancy referral packet and sending it to Student Wellness & Academic Support?	Description: Grade level counselor and Social Worker will work with the teacher to complete the truancy referral packet and submit to SWAS Department as needed..		

End Of Tiered Attendance Practices Plan

Tier III - Intensive