

### Hillsborough County Public Schools\* Attendance Plan

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 support, and three Tiers of intervention and support to help promote and improve student attendance. For middle and high schools, please also attach tardy and skipping policies.

#### Five Basic Strategies of Improving Attendance:

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

| School Leadership Team         |                 |
|--------------------------------|-----------------|
| Position                       | Name            |
| Principal                      | Teri Madill     |
| Assistant Principal(s)         | Kelsy Groves    |
| ESE Specialist                 | Salima Khabani  |
| FACE Ambassador                | Laci Fedele     |
| School Social Worker(s)        | Krystal Miller  |
| School Counselor(s)            | Repersha Barker |
| School Nurse                   | Denise Louis    |
| School Psychologist            | Kelly Amstutz   |
| Other (Optional add as needed) |                 |

| Attendance Goals (lagging indicators) |                                                                        |
|---------------------------------------|------------------------------------------------------------------------|
| Date needs assessment completed:      |                                                                        |
| Goal 1:                               | 94% daily attendance for all students                                  |
| Goal 2:                               | Decrease tardies by 10%, increasing overall student instructional time |
| Goal 3:                               | Reduce chronic absences by 20%, increasing overall instructional time  |

| Ongoing Review      |              |                       |                        |
|---------------------|--------------|-----------------------|------------------------|
|                     | Meeting Date | Progress Toward Goals | Outcomes/Modifications |
| Initial Development | 7/29         | N/A                   | N/A                    |
| First 20 Days       | 8/20/25      |                       |                        |
| Review 1            | 10/22/25     |                       |                        |
| Mid-Year            | 12/17/25     |                       |                        |
| Review 3            | 2/18/26      |                       |                        |
| End of Year         | 4/15/26      |                       |                        |

### Tier 1 – Support for all students

#### Setting Appropriate Conditions for Learning

When positive conditions for learning are in place, students are more motivated to attend and engage in learning.

#### Physical and Emotional Health and Safety

Students are much more likely to be in class every day if they feel physically and emotionally healthy and safe. Safety is not only important for children’s well-being while in school, but also critical to ensuring that families feel comfortable sending their children to school.

#### Belonging, Connectedness and Support

Like safety, a sense of belonging and the experience of reliable, caring relationships are basic human needs. Students who feel that they belong are more likely to show up to school regularly and engage academically. Caring support can buffer the effects of adversity and stress. Students who feel connected and supported are less likely to engage in substance abuse and other behaviors that can undermine attendance and learning.

#### Academic Challenge and Engagement

Academic challenges include providing opportunities for students to engage in personally relevant learning that stretches them. Sometimes confused with rigor alone, challenge means more than high standards and expectations — it also means support from teachers to meet those high standards and expectations.



#### Adult and Student Social and Emotional Competence

Social and emotional competence includes skills, beliefs, and dispositions. Social and emotional skills include the ability to understand and manage oneself and one’s relationships, as well as to respect differences among people and cultures. 20 Beliefs and dispositions include attitudes such as whether teachers and students value learning and believe that all students can learn. They also include ways of being that are empathetic, kind, and curious. Educators, students, and families can work to improve social and emotional competencies, while school, district, state, and federal policies can be designed to promote social emotional learning for students and adults.

| Conditions for Learning                           | How are they being supported?                                                                                                                                                            |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical and Emotional Health and Safety          | Support with student services, monthly SEL/Character Ed lessons from School Counselor, classroom morning meetings, monthly PBIS activities and incentives, check ins with Officer German |
| Belonging, Connectedness and Support              | Monthly SEL/Character Ed lessons from School Counselor, small groups with Student Services                                                                                               |
| Academic Challenge and Engagement                 | Quarterly report card awards, Math Bowl, STEM Fair, Science Olympics, SLAM                                                                                                               |
| Adult and Student Social and Emotional Competence | Sunshine Committee, random acts of staff appreciation, Professional development by the FACE Ambassador and Student Services Team throughout year                                         |

## 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 HCPS, school leaders have continuous access to various data sources with the most recent attendance data.

### 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-12<sup>th</sup> grade.

### Strategic Partnerships

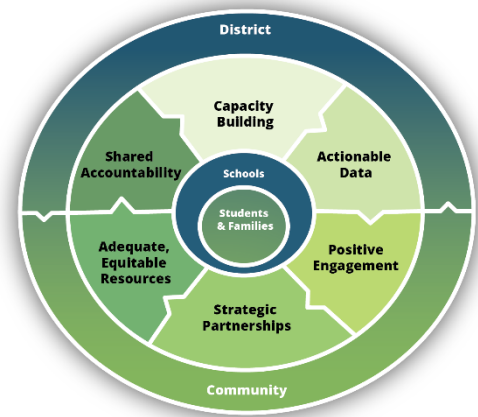
Strengthen and expand partnerships between the district, school and community to provide for a full range of resources and supports to address barriers to attendance. Engage outside partners that can support building relationships and engaging students and families in identifying and addressing attendance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



### **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

| <b>Area of Focus</b>                   | <b>Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Person(s) Responsible</b>               |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Monitor Data                           | <ul style="list-style-type: none"> <li>Weekly Attendance Reports: Use FOCUS to track schoolwide data and class attendance</li> <li>Monthly Student Services Team Meetings to analyze and discuss Tier 1 data</li> <li>Track schoolwide attendance goals</li> </ul>                                                                                                                                                                              | SSW and Admin                              |
| Engage Students and Families           | <ul style="list-style-type: none"> <li>Teacher Meet &amp; Greet: Emphasize importance of being at school, on time, daily verbally and on a flyer</li> <li>“Why Attendance Matters” social media campaign (school website, family SMS, flyers, etc. in English and Spanish)</li> <li>Classroom Conversations: Teachers will encourage student attendance</li> <li>Consistent contact with families via phone, text, email, or agendas</li> </ul> | Teachers, SSW and Admin                    |
| Recognize Good and Improved Attendance | <ul style="list-style-type: none"> <li>Weekly Grade Level Shoutouts: best attendance &amp; most improved attendance</li> <li>PBIS points for being at school on time</li> <li>Quarterly Recognition: “Awesome Attendance” Award</li> <li>Pizza party supplied through partnership with Racetrac for class that has the best attendance for the month</li> </ul>                                                                                 | SSW, Classroom Teacher, Admin              |
| Provide Personalized Outreach          | <ul style="list-style-type: none"> <li>Teacher positive phone call home: glad to have you in class; missed you today</li> <li>Parent Conferences</li> <li>Social Worker contact- new year, new goal</li> </ul>                                                                                                                                                                                                                                  | Teacher, SSW                               |
| Remove Barriers                        | <ul style="list-style-type: none"> <li>Informational flyers about the connection between attendance and school success</li> <li>Start-of-day Support: Trusted staff greet students at dropoff points during arrival and in the cafeteria for breakfast</li> <li>School supplies available for those in need</li> </ul>                                                                                                                          | Admin, Student Services and School Leaders |

### **Tier 2 - Strategies and Interventions to Improve Attendance**

\*Plan adapted from the Broward County Public School 2021/22 Attendance Plan and information from Attendance Works <https://www.attendanceworks.org/>

Using attendance as an Early Warning Indicator, Tier 2 interventions can help prevent a student from falling into chronic absenteeism or help stabilize attendance.

**Warning Signs:** Early warning indicators include prior year chronic absenteeism; 3 or more absences in the first 4 weeks of enrollment; and absent 10% - 15% or more school days at any time during the school year.

**Strategies for identify student in need of Tier 2 support:**

| Area of Focus                          | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                   | Person(s) Responsible             |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Monitor Data                           | <ul style="list-style-type: none"> <li>Early Warning System (EWS) Tracking: Use FOCUS to flag students with: - Prior year chronic absences - 3+ absences in the first month - Absences exceeding 10-15% of days enrolled</li> <li>FOCUS Tier 2 auto-generated reports</li> </ul>                                                                                                                                                             | Student Services and Admin        |
| Engage Students and Families           | <ul style="list-style-type: none"> <li>Parent Conferences: SSW attends conferences with teachers and students to discuss attendance as needed</li> <li>Attendance Contracts with families</li> <li>Check in/out with Mentor: individualized incentives</li> </ul>                                                                                                                                                                            | Teachers, Student Services, Admin |
| Recognize Good and Improved Attendance | <ul style="list-style-type: none"> <li>Monthly Pizza Party supplied through partnership with Racetrac for the class with the best attendance (New manager in place – checking with corporate to see if this is still possible)</li> <li>Popcorn during lunch at picnic table tables for the homeroom with the highest monthly attendance rate</li> <li>Dairy Queen coupons to celebrate attendance</li> <li>Morning Show shoutout</li> </ul> | Teachers and Student Services     |
| Provide Personalized Outreach          | <ul style="list-style-type: none"> <li>Home Contact: supportive as needed to assist in removing barriers and keeping communication lines open</li> <li>Needs Assessments: barrier survey for families</li> <li>Student Services Team Meetings</li> </ul>                                                                                                                                                                                     | Student Services and Admin        |
| Remove Barriers                        | <ul style="list-style-type: none"> <li>Transportation Solutions: what does the family need in order for the child to be at school daily?</li> <li>Health &amp; Mental Health Referrals</li> <li>Alarm Clock &amp; other physical supports</li> </ul>                                                                                                                                                                                         | Student Services Team             |

### **Tier 3 – Strategies for Supporting Students and Families with the Highest Need**

Interventions provide intensive support to students missing the most school, often involving not just schools but other agencies such as health, housing, and social services, and typically requiring case management customized to individual students' challenges. Students missing 15%-20% or more of the school year benefit from the addition of this intensive level of support.

**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.

#### **Strategies for identify student in need of Tier 3 support:**

| Area of Focus                          | Strategies                                                                                                                                                                                                                                                                                                                                                                                               | Person(s) Responsible               |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Monitor Data                           | <ul style="list-style-type: none"> <li>• Early Warning System (EWS) Tracking: Use FOCUS to flag students with: - Prior year chronic absences – 5+ absences in a 30-day period - Absences exceeding 15%+ of days enrolled</li> <li>• 10+ absences in a 90-day period</li> <li>• Individual student monitoring</li> <li>• Monthly Admin/SSW meetings to discuss student progress &amp; barriers</li> </ul> | Students Services and Admin         |
| Engage Students and Families           | <ul style="list-style-type: none"> <li>• Weekly check ins with students with attendance concerns to coordinate services &amp; maintain family contact</li> <li>• PSLT Family Attendance Conferences: In-depth review of data, root causes, plan</li> <li>• Home Visits</li> <li>• Staff recognize and verbally praise identified students with attendance concerns when they are present</li> </ul>      | Teachers, Admin and Student Servies |
| Recognize Good and Improved Attendance | <ul style="list-style-type: none"> <li>• Personalized Incentives</li> <li>• Tier 3 attendance goal-setting charts</li> <li>• Parent celebrations/shoutout</li> <li>• Morning Show celebrations/shoutouts</li> </ul>                                                                                                                                                                                      | Student Services and Teachers       |
| Provide Personalized Outreach          | <ul style="list-style-type: none"> <li>• Wraparound Service Referrals</li> <li>• Community partners</li> <li>• Mental Health Intervention</li> <li>• Family Attendance Agreement</li> <li>• MTSS Referral</li> </ul>                                                                                                                                                                                     | SSW                                 |

|                 |                                                                                                                                                                             |     |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Remove Barriers | <ul style="list-style-type: none"> <li>• Referral to Mental Health Services</li> <li>• Transportation Case Review</li> <li>• Judicial/Truancy Diversion Programs</li> </ul> | SSW |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|