Attendance Works©
Advancing Student Success By Reducing Chronic Absence

Attendance Activities School Year Plan (K-12)

School Name		School Year	

Activities in the grid are examples, and you can customize the plan for your school or program. For each activity, you might specify who is responsible for leading and how to measure results of the activity.
You can also re-create this chart in a larger format and use post-it notes to add activities as a group exercise.

Timing	Before Start of School Year (July/August)	Welcome Back (August/September)	Ongoing (Weekly/Monthly)	Fall Semester (October - November)	Winter Semester (December – February)	Spring Semester (March-April)	End-of-Year (May/June)
School Staff	*Utilize start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies, Establish an attendance team. Develop a yearly attendance plan and goals.*	*Conduct attendance team meeting by the second week of school*	*Attendance team meetings*	*Review early warning data. Ensure staff are prepared to discuss in Parent-Teacher Conferences*	*Revisit data to measure progress and revise school-wide strategies as needed*	*Ensure staff are prepared to discuss in Parent-Teacher conferences*	*Review data. Share data with student's next teacher for smooth transitions*
Tier 1 (universal)	*Attendance messaging during registration/enrollment. Home visits/phone calls to build relationship and remind of first day of school. Plan for welcoming traditions for incoming early grades, transition grades and new students and their families. Ensure attention to students with disabilities and other vulnerable populations.*	*Back-to-school messaging about the importance of attendance. Establish good and improved attendance incentive schedule/process. Conduct welcoming traditions for students and families. Promote immunization activities in partnership with health providers.*	*Promote and maintain positive school climate. Weekly/monthly recognition. Positive, regular communication with families about student attendance.*	*Parent-Teacher conference (recognize good attendance and express concerns in a supportive manner if needed). Check in with students/families with known medical conditions. Conduct a winter clothing drive for students and their families*	*Messaging and incentives around winter holidays. Use data to identify attendance dips and align events to mitigate low attendance days. Mid-year activities to remind school community about attendance.*	*Parent-Teacher conference student attendance check-in. Incentives and messaging around the spring slump.*	*Establish end of year traditions to keep school community engaged and maintain student attendance in last weeks of school. Acknowledgement of attendance successes.*
Tier 2 (targeted – moderate chronic absence)	*Review previous year's data for returning and incoming students.*	*Develop personalized relationships with students and families who are at risk for attendance issues.* *Ensure outreach draws upon family languages and cultures.*	*Strategy to connect groups of students showing signs of attendance issues, e.g., Success Mentors.* *Ensure IEPs address attendance.*	*Develop school-wide Tier 2 strategies. Parent-Teacher conference (raise concerns about attendance). Create personalized student plans. Identify common barriers of Tier 2 students and organize strategies to address barriers.*	*Identify moderately chronically absent students (missing 10%). Identify causes of absenteeism and assign appropriate interventions.*	*Parent-Teacher conference (strategies to prevent attendance rate from getting worse or continuing).*	*Meet with transition grade (K, 6th, 9th) personnel to conduct warm hand-off of at-risk students and develop plan for first day of school interventions. Include chronic absence as a factor in summer school placement.*
Tier 3 (targeted – severe chronic absence)	*Review previous year's data for returning and incoming students, Flag students who were chronically absent the previous year and engage community partners.*	*Consider demographics of new student body to identify vulnerable populations at risk for chronic absence. Monitor disparities.*	*Referrals to case workers as needed. Early interventions before taking punitive measures.*	*Identify common barriers of Tier 3 students and engage external resources.*	*Convene case-management conferences with all relevant stakeholders (e.g. mental health, child welfare).*	*Conferences with parents, legal guardians and community partners.*	*Meet with transition grade (K, 6th, 9th) personnel and assign mentor for the first day of school.*

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Three Tiers of Intervention

For more information, visit www.attendanceworks.org

TIER 1
Prevention

– Engaging school climate
– Positive relationships with students and families
– Impact of absences on achievement widely understood
– Chronic absence data monitored
– Good and improved attendance recognized
– Common barriers identified and addressed

Students missing 5–9% (at risk)
_____
Students missing less than 5% (satisfactory)

+

TIER 2
Early Intervention

– Personalized early outreach
– Action plan addresses barriers and increases engagement
– Caring mentors

Students missing 10–19% (moderate chronic absence)

+

TIER 3
Specialized supports

– Coordinated school and interagency response
– Legal intervention (last resort)

Students missing 20% or more of school (severe chronic absence)

Universal

Individualized

Low Cost

High Cost