LAKEWOOD SCHOOL DISTRICT
CHRONIC ABSENTEEISM
IMPROVEMENT PLAN
2025-2026

SCHOOL: Lakewood Middle School

PRINCIPAL: Deborah Mazzeo

GOALS (Must be specific, measurable, achievable, results-focused and timely)	**ACTION STEPS** (A sequence of steps that must be clearly written, in order for a strategy to be successful.)	**PERSON (S) RESPONSIBLE** (Who are the person or persons responsible for completing the action steps?)	**EVIDENCE** (How will I know my actions are working?)
By June 2026, the middle school will reduce overall chronic absenteeism from 17.3% in 2024-2025 to 12% or lower, as measured by the end of the year attendance data.	1. Implement a schoolwide attendance monitoring system with weekly data reviews. 2. Establish clear attendance expectations and communicate them with families and students through assemblies, newsletters, and the school website. 3. Use automated and personal outreach (calls, emails, texts) after 2, 5, and 10 absences. 4. Implement positive attendance incentives at the classroom, grade, and school levels.	• Principal • Assistant Principals • Truancy Officer • Classroom Teachers • PBSIS Committee	• Weekly Attendance Reports • Monthly Attendance Reports • Realtime End of the Year Data

	5. Conduct monthly attendance review meetings to adjust interventions.		
By June 2026, chronic absenteeism among students with disabilities will decrease from 20.3% to 15% or lower, as measured by subgroup attendance reports.	1. Review attendance data during IEP and 504 meetings for students with chronic and near-chronic absences. 2. Develop individualized attendance plans aligned to student needs and accommodations. 3. Provide case management and regular check-ins with identified students. 4. Collaborate with families to address the barriers such as health, transportation, or scheduling. 5. Ensure consistent implementation of accommodations attendance.	● Special Education Teachers ● Case Managers ● Counselors ● Principal ● Assistant Principals	● IEP Notes ● Attendance Plans ● Progress Monitoring Logs
By June 2026, chronic absenteeism among multilingual learners will decrease from 19.4% to 14%, as measured by monthly attendance reports.	1. Provide translated attendance communication and interpreter support for families. 2. Conduct culturally responsive outreach to families when absences increase. 3. Assign staff members or liaisons to support multilanguage learners with attendance concerns.	● Bilingual Teachers ● Bilingual Secretaries ● ESL Teachers ● Counselors ● Parent Liaison ● Principal ● Assistant Principals	● Contact Logs ● Translated Materials ● Subgroup Attendance Data

	4. Monitor attendance data monthly to identify patterns and barriers. 5. Collaborate with ESL staff to support student engagement and connection to school.		
By June 2026, chronic absenteeism among economically disadvantaged students will decrease from 18.8% to 14% or lower, as measured by subgroup attendance reports.	1. Identify students early who are approaching chronic absenteeism. 2. Provide mentoring, counseling, and social-emotional support. 3. Connect families with community resources (transportation, health, housing). 4. Implement attendance incentives focused on growth and improvement, not just perfection. 5. Monitor progress biweekly and adjust supports as needed.	● Social Worker ● Counselors ● Principal ● Assistant Principals	● Attendance Trend Data
By June 2026, chronic absenteeism among Hispanic students will decrease from 18.6% to 14% or lower, as measured by disaggregated attendance data.	1. Conduct targeted family outreach using bilingual staff and culturally responsive practices. 2. Host family meetings or workshops focused on attendance expectations and support. 3. Monitor attendance data to identify trends by grade level and student need.	● Counselors ● Classroom Teachers ● Parent Liaison ● ESL Staff ● Principal ● Assistant Principals	● Attendance Reports

	4. Provide mentoring and relationship-building opportunities for identified students. 5. Celebrate improved attendance publicly to reinforce positive behavior.		
By June 2026, chronic absenteeism among Black/African American students will decrease from 16.1% to 12% or lower, as measured by subgroup attendance reports.	1. Assign mentors or trusted adults to students with attendance concerns. 2. Implement relationship-building check-ins and restorative practices. 3. Review attendance data regularly to identify early warning signs. 4. Engage families through consistent communication and collaborative problem-solving.	● Principal ● Assistant Principals ● Counselors ● Classroom Teachers	● Mentor Logs ● Attendance Review Notes ● Parent-Communication Logs

(*Do not include Actions procedures that are already in place.)

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Principal Date