Attendance Improvement Plan

2026-2027

LEA Name : ALBUQUERQUE PUBLIC SCHOOLS

School Name : CHRISTINE DUNCAN HERITAGE ACADEMY

Contact First Name : Jesús

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Certification Status : Completed

District or School Attendance Team

Regardless of their absence rate, school districts must have an attendance team. Some districts may choose to have both a district and school-level attendance team, depending on district size and need. The district or school attendance team is a group of school-based administrators, teachers, staff, other school personnel and community members who collaborate to implement an attendance plan. Attendance teams may be formed in whole or in part from pre-existing groups or teams within the public school or may be formed for the explicit purpose of improving school attendance. School districts must reserve time for school personnel to collaborate as an attendance team. School districts must provide support and guidance to attendance teams on transportation and school scheduling options when these are identified as barriers to attendance.

Team Leader's First Name:	Jesús
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Attendance Team Members:

First Name	Last Name	Title	Email
Casey	Benavidez	Principal of Operations	cbenavidez@christineduncan.org
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Absence Rates

Absence Rate: Percentage of all student absences out of the total number of possible school days.

Chronic Absence Rate: Percentage of students in a subpopulation, public school or school district who have been enrolled for at least ten days and who have missed ten percent or more of school days since the beginning of the school year.

School 2025-2026 Overall Absence Rate:	5.94 %
School 2025-2026 Chronic Absence Rate:	15.34 %
School 2026-2027 Overall Absence Target:	5 %
School 2026-2027 Chronic Absence Target:	10 %

Requirement to Develop Attendance Improvement Plan

A school with a 5% or greater chronic absence rate OR with a 5% or greater chronic absence rate for one or more subgroups of students during the end of year reporting for the 2020-2021 school year shall develop an Attendance Improvement Plan.

Regardless of the chronic absence rate, all schools must develop and implement a whole-school absence prevention strategy to be reported to the PED. This strategy is reported using the Tier 1 section of the 4 Tiers of Supports tab.

School Attendance Improvement Targets by Subpopulation

Attendance Improvement Target for CHRISTINE DUNCAN HERITAGE ACADEMY 10%

Subpopulation Name	Current Year Total Enrollment Number	2024-2025 Chronic Absence Rate	2025-2026 Chronic Absence Rate	2026-2027 Current Chronic Absence Rate	2026-2027 Attendance Improvement Target
All Students	0	23.6 %	15.34 %	0 %	10 %
Female	0	23.65 %	14.69 %	0 %	10 %
Male	0	23.47 %	16.01 %	0 %	10 %
Caucasian	0	18.18 %	5 %	0 %	5 %
Black or African American	0	0 %	0 %	0 %	0 %
Asian	0	0 %	33.33 %	0 %	0 %
American Indian/Alaskan Native	0	50 %	33.33 %	0 %	10 %
Native Hawaiian or Other Pacific Islander	0	0 %	0 %	0 %	0 %
Economically-Disadvantaged	0	24.71 %	19.25 %	0 %	10 %
Students with Disabilities	0	25.58 %	27 %	0 %	15 %
English Language Learners	0	21.53 %	14.97 %	0 %	0 %
Hispanic	0	23.58 %	15.53 %	0 %	0 %
Non-Hispanic	0	23.08 %	11.11 %	0 %	0 %
Multi-Racial	0	0 %	0 %	0 %	0 %

School Grade Attendance Improvement Targets by Subpopulation

Subpopulation Grade Level	Current Year Total Enrollment Number	2024-2025 Chronic Absence Rate	2025-2026 Chronic Absence Rate	2026-2027 Current Chronic Absence Rate	2026-2027 Attendance Improvement Target
All Students	0	22.07 %	15.34 %	0 %	10 %
Kindergarten	0	17.54 %	18.06 %	0 %	10 %
1st	0	27.69 %	8.06 %	0 %	5 %
2nd	0	22.39 %	15.38 %	0 %	10 %
3rd	0	22.03 %	26.98 %	0 %	15 %
4th	0	14.93 %	27.87 %	0 %	20 %

Subpopulation Grade Level	Current Year Total Enrollment Number	2024-2025 Chronic Absence Rate	2025-2026 Chronic Absence Rate	2026-2027 Current Chronic Absence Rate	2026-2027 Attendance Improvement Target
5th	0	21.74 %	14.93 %	0 %	10 %
6th	0	11.48 %	4.17 %	0 %	4 %
7th	0	22.64 %	1.69 %	0 %	1 %
8th	0	29.82 %	5.66 %	0 %	5 %

Attendance Improvement Plan Guidelines

The attendance improvement plan is a **framework designed to reduce chronic absenteeism** using data-informed, evidence-based multi-layered interventions in alignment with the New Mexico Public Education Department Attendance Improvement Model.

A variety of factors contribute to reducing chronic absenteeism. A positive school environment, strong student-staff relationships, and active parent/guardian involvement are all critical for improving attendance. Schools that offer mentoring programs, social-emotional learning, and comprehensive support services see higher rates of student success. Additionally, flexible learning options like hybrid schedules or personalized interventions support students facing external challenges that hinder regular school attendance.

Use the checklist below to outline your school's strategy for reducing chronic absenteeism in the upcoming academic year.

Download the full guidance document here.

Checklist for Strategy Development

Step 1 : Determine Stakeholder Needs and Challenges

Start by collecting both qualitative and quantitative data to understand the barriers to attendance. This involves engaging with students, parents/guardians, staff, and community members to identify specific needs. Furthermore, analyzing attendance patterns and holding focus groups with at-risk students, families, and staff can provide valuable insights for customizing to meet the specific needs of the school community. This process is ideally done at the end of the school year, but can also be done throughout the school year, so that the team has time to review the findings and drill down and develop strategies specific to the root cause of absences.

- ✔ Engage key stakeholders

- ✔ Review qualitative and quantitative attendance data
- ✔ Conduct observational studies
- ✔ Gather student attendance data.
- ✔ Host student focus groups and distribute surveys.
- ✔ Conduct interviews with parents, teachers, and staff.
- ✔ Visit classrooms and observe school environments.
- ✔ Implement surveys and anonymous feedback tools

Step 2 : Get to the Core Issues Using the Root Cause Analysis

- ✔ Analyze both qualitative (e.g., interviews, shadowing) and quantitative attendance data.
- ✔ Use a research-based root cause analysis protocol.
- ✔ Validate findings with direct communication and feedback from the impacted students, teachers, and caregivers.
- ✔ Identify an evidence-based intervention that aligns with the identified root cause.
- ✔ **Conduct a Root Cause Analysis**

  - Use a fishbone diagram
  - Use the 5 Whys Method

Step 3 : Develop Targeted Strategies

- ✔ Establish a calendar of regular scheduled meetings to establish a data, implementation and improvement cycle. (PDSA: plan, do, study, and act).
- ✔ Research and review effective practices from other schools or districts.
- ✔ Prioritize ideas based on feasibility, impact, and scalability.
- ✔ Ensure that each strategy has clear performance measures and outcomes.

Step 4 : Progress Monitoring (at each 40-day period)

- ✔ Periodically assess the effectiveness of the strategy in the progress update section of the plan.
- ✔ Adjust approaches using early data and observations at each of the 40-day periods.
- ✔ Develop a Response to Intervention Map that is accessible to all stakeholders.
- ✔ Gather feedback from students and families throughout the year.

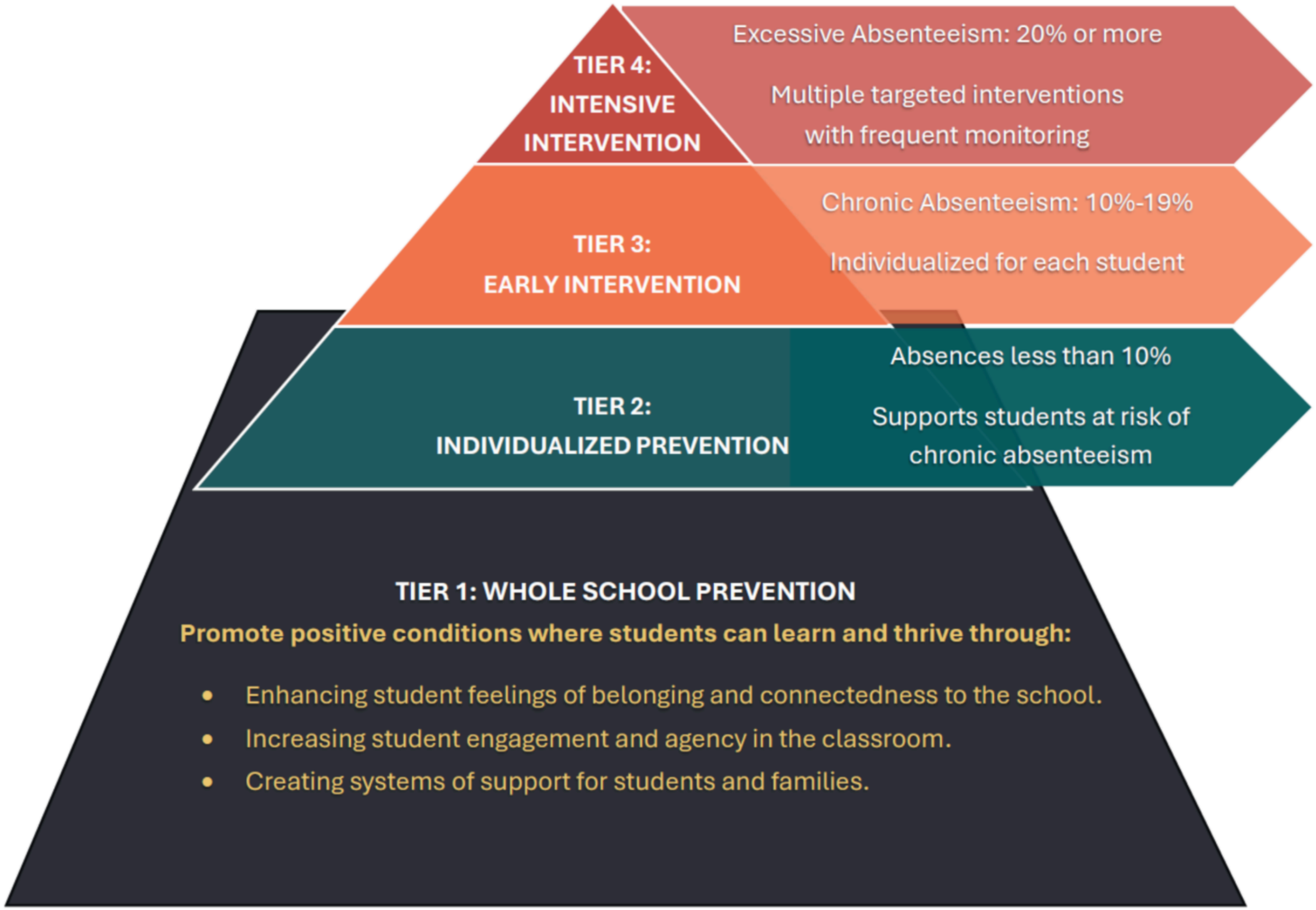
Step 5 : Reflection and Refinement (middle and end of year review)

- ✔ Track trends in attendance improvement.
- ✔ Collect and review feedback from teachers, students, and families.
- ✔ Refine and expand successful initiatives.
- ✔ Develop a sustainable, school-wide scaling plan.
- ✔ Secure funding and form partnerships for long-term success.

Acknowledgement of Completion

- ✔ I acknowledge that I have read the Attendance Improvement Plan Guidelines.

Tiered Strategies for Support



A Tiered Model for Addressing Chronic Absenteeism

Attendance intervention follows a tiered model like other support systems (MLSS, MTSS), allowing schools to address student needs with increasing levels of intensity. **Tier 1** strategies are universal and implemented school-wide to promote a positive environment that supports all students' academic and social success. These strategies also include foundational systems to engage and support families. **Tiers 2 through 4** offer increasingly targeted

and intensive interventions for students experiencing higher levels of chronic absenteeism. These tiers are cumulative, meaning students in Tiers 3 or 4 continue to benefit from Tier 1 and 2 supports, ensuring a comprehensive approach tailored to their needs.

Tier 1 : Whole School Prevention

Universal, whole school prevention strategies for all students, including students who have missed less than 5% of classes for any reason. Tier 1 strategies are designed to improve attendance and reduce chronic absenteeism for all.

Tier 1 strategies include engaging school climate, developing positive relationships with students and families, sharing the impact of absences so it is widely understood, recognizing good or improved attendance, and identifying and addressing common barriers to attendance.

Strategies

Strategy 1

Strategy 1

Root Cause

Student Illness

Strategy Title

Illness

Describe the specific strategy based on the team's determination from the root cause analysis

Students who are constantly ill will be identified and supported.

Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.

Frequent check ins with the nursing staff and a decrease on number of visits to the health office by students and absences.

Describe how specific outcomes and goals are relevant to the root cause analysis.

The root cause analysis revealed that many students and families were not aware of the academic and social consequences of chronic absenteeism. Additionally, inconsistent communication and lack of recognition were factors in disengagement. This strategy directly addresses those issues with regular messaging, motivation, and recognition to build awareness and reinforce attendance norms. Students who are constantly absent due to illnesses can be supported by working with their teachers and their families.

Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.

The schoolwide average daily attendance has hovered around 60%. This strategy aims to improve it to 90% by building a strong attendance culture, which is achievable through high-visibility actions and consistent reinforcement. Similar schools have achieved this gain through sustained schoolwide campaigns and reinforcement systems. Supporting students who are constantly absent from school due to illnesses can be reduced by creating support systems in school.

Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.

The nursing staff will report student visits to the health office to administration every two weeks so administration can follow up with students and their families.

Describe the data the team will use to evaluate success.

Decrease in number of visits to the health office and decrease in chronic absences.

Add Action Steps

Action Step 1

Define Key Action Steps to Achieve Attendance Goals

Design and distribute attendance campaign materials (banners, posters, classroom charts)

Begin daily attendance messages during announcements

Track classroom attendance weekly and celebrate winners each Thursday

Host monthly recognition events for high-attendance classes and individual students Integrate attendance awareness into classroom meetings and family newsletter

Assemblies for K-2 during the school day to recognize students for Perfect Attendance

ABC Dinner for 3-5 students to recognize them for Good Attendance

ABC Dinner for Middle School Students to recognize them for Good Attendance

Assign Roles and Responsibilities

Principal/Parent Liaison: Launch campaign, lead messaging

Attendance Team: Track data, coordinate incentives, display graph in gym walls for stakeholders to see which grade(s) have the best attendance

Teachers: Track and display class attendance data, celebrate progress

Office Staff: Input attendance data and provide reports

Counselor/Support Staff: Support messaging and family outreach

Allocate Required Resources

Printing budget for posters, certificates

Incentive materials (snacks, pencils, recognition banners)

Staff time for data tracking and student celebration coordination

Communication channels (school website, email, robocalls)

Establish a Clear Timeline

Week 1: Campaign launch

Weeks 2–4: Begin tracking, announce first class champions

Every 40 days: Review data, adjust messaging or incentives

Monthly: Host recognition events and review survey feedback

Monitor Progress and Adjust as Needed

Review attendance reports every two weeks

Collect and analyze survey feedback monthly

Adjust campaign messaging or frequency based on participation and data

Provide booster training to staff if engagement declines

Action Step 2

Define Key Action Steps to Achieve Attendance Goals

Design and distribute attendance campaign materials (banners, posters, classroom charts)

Begin daily attendance messages during announcements

Track classroom attendance weekly and celebrate winners each Friday

Host monthly recognition events for high-attendance classes and individual students

Integrate attendance awareness into classroom meetings and family newsletter

Assign Roles and Responsibilities

Principal/Parent Liaison: Launch campaign, lead messaging

Attendance Team: Track data, coordinate incentives

Teachers: Track and display class attendance data, celebrate progress

Office Staff: Input attendance data and provide reports

Counselor/Support Staff: Support messaging and family outreach

Allocate Required Resources

Printing budget for posters, certificates

Incentive materials (snacks, pencils, recognition banners)

Staff time for data tracking and student celebration coordination

Communication channels (school website, email, robocalls)

Establish a Clear Timeline

Week 1: Campaign launch

Weeks 2–4: Begin tracking, announce first class champions

Every 40 days: Review data, adjust messaging or incentives

Monthly: Host recognition events and review survey feedback

Monitor Progress and Adjust as Needed

Review attendance reports every two weeks

Collect and analyze survey feedback monthly

Adjust campaign messaging or frequency based on participation and data

Provide booster training to staff if engagement declines

Strategy 2

Strategy 2

Root Cause

Families take trips to native countries such as Mexico and Cuba.

Strategy Title

Family Vacations

Describe the specific strategy based on the team's determination from the root cause analysis

Families who take trips to Mexico and Cuba will be identified. The attendance team will meet with the family to recommend possible alternatives for students.

Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.

Eliminating family vacations during school days by meeting with families and talking about the importance of scheduling family vacations accordingly so it does not impact school attendance.

Describe how specific outcomes and goals are relevant to the root cause analysis.

Families will become aware of the impact of their family vacations on their children and can work with the school for alternatives.

Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.

Communicating with families so that this does not disrupt their education.

Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.

The social workers will generate a list of students being absent due to family vacations, every two weeks.

Describe the data the team will use to evaluate success.

The attendance team will evaluate success based on a decrease on family vacations and by monitoring these students monthly.

Add Action Steps

Action Step 1

Define Key Action Steps to Achieve Attendance Goals

Design and distribute attendance campaign materials (banners, posters, classroom

charts)

Begin daily attendance messages during announcements

Track classroom attendance weekly and celebrate winners each Friday

Host monthly recognition events for high-attendance classes and individual students

Integrate attendance awareness into classroom meetings and family newsletters

Assign Roles and Responsibilities

Principal/Parent Liaison: Launch campaign, lead messaging

Attendance Team: Track data, coordinate incentives

Teachers: Track and display class attendance data, celebrate progress

Office Staff: Input attendance data and provide reports

Counselor/Support Staff: Support messaging and family outreach

Allocate Required Resources

Printing budget for posters, certificates

Incentive materials (snacks, pencils, recognition banners)

Staff time for data tracking and student celebration coordination

Communication channels (school website, email, robocalls)

Establish a Clear Timeline

Week 1: Campaign launch

Weeks 2–4: Begin tracking, announce first class champions

Every 40 days: Review data, adjust messaging or incentives

Monthly: Host recognition events and review survey feedback

Monitor Progress and Adjust as Needed

Review attendance reports every two weeks

Collect and analyze survey feedback monthly

Adjust campaign messaging or frequency based on participation and data

Provide booster training to staff if engagement declines

Strategy 3

Strategy 3

Root Cause

Some families are unaware of the impact of chronic absentism at Christine Duncan Heritage Academy.

Strategy Title

Positive Daily Attendance Culture Campaign

Describe the specific strategy based on the team's determination from the root cause analysis

The team identified a lack of consistent, school wide messaging and student motivation around the importance of daily attendance. To address this, the school will implement a universal campaign that promotes attendance through positive messaging, daily recognition, and monthly school wide incentives. This includes classroom posters, daily announcements, and a "Classroom Attendance Champions" program with public recognition for strong attendance. We will display a biweekly attendance graph per grade level in the gym so students can track their progress. Students will be celebrated in a school gathering with ice cream or snack to promote attendance. We have monthly ABC Dinners for middle school and we will begin with grades 3-5 as well. The ABC Dinners have supported our school's student attendance goals.

Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.

Average daily attendance rate (schoolwide)

Number of classrooms meeting weekly attendance targets

Reduction in the number of students with 3+ absences

Monthly student/staff feedback survey on awareness and impact of campaign

Describe how specific outcomes and goals are relevant to the root cause analysis.

The school wide average daily attendance has hovered around 80%. This strategy aims to improve it to 90% by building a strong attendance culture, which is achievable through high-visibility actions and consistent reinforcement. Similar schools have achieved this gain through sustained school wide campaigns and reinforcement systems.

Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.

The root cause analysis revealed that many students and families were not aware of the academic and social consequences of chronic absenteeism. Additionally, inconsistent communication and lack of recognition were factors in disengagement. This strategy directly addresses those issues with regular messaging, motivation, and recognition to build awareness and reinforce attendance norms.

Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.

Baseline (Day 0): Daily attendance at 80%.

Campaign launched with posters, kickoff event, and class goal setting.

Benchmark 1 (Day 40): Attendance improves to 80%. At least 80% of classes meet weekly attendance goals.

Benchmark 2 (Day 80): Attendance at 90%. All classrooms participate in weekly tracking and recognition.

Benchmark 3 (Day 120): Target attendance rate of 90%. Reduction of students with 3+ unexcused absences by 25%.

Describe the data the team will use to evaluate success.

Schoolwide attendance data reports (daily/weekly)

Classroom-level attendance logs

Monthly student and staff survey responses

Records of incentive distribution and class recognition

Comparison of current vs. previous year chronic absenteeism rates

Add Action Steps

Action Step 1

Define Key Action Steps to Achieve Attendance Goals

Design and distribute attendance campaign materials (banners, posters, classroom charts)

Begin daily attendance messages during announcements

Track classroom attendance weekly and celebrate winners each Friday

Host monthly recognition events for high-attendance classes and individual students

Integrate attendance awareness into classroom meetings and family newsletters

Assign Roles and Responsibilities

Principal/Parent Liaison: Launch campaign, lead messaging

Attendance Team: Track data, coordinate incentives

Teachers: Track and display class attendance data, celebrate progress

Office Staff: Input attendance data and provide reports

Counselor/Support Staff: Support messaging and family outreach

Allocate Required Resources

Printing budget for posters, certificates

Incentive materials (snacks, pencils, recognition banners)

Staff time for data tracking and student celebration coordination

Communication channels (school website, email, robocalls)

Establish a Clear Timeline

Week 1: Campaign launch

Weeks 2–4: Begin tracking, announce first class champions

Every 40 days: Review data, adjust messaging or incentives

Monthly: Host recognition events and review survey feedback

Monitor Progress and Adjust as Needed

Review attendance reports every two weeks

Collect and analyze survey feedback monthly

Adjust campaign messaging or frequency based on participation and data

Provide booster training to staff if engagement declines

Strategy 4

Strategy 4

Root Cause

Some students feel unmotivated to be in school.

Strategy Title

Support Engaging Instruction and Student Agency

Describe the specific strategy based on the team's determination from the root cause analysis

- Incorporate project-based learning.
- Provide opportunities for student voice and choice.
- Use movement to get students focused.
- Set high expectations and scaffold instruction appropriately.
- Allow time for questions and discussion.
- Create opportunities to work in teams.
- Incorporate gamification.
- Ensure that instructional materials provide “windows and mirrors.”
- Address solving authentic problems.
- Create work-based or community-based learning opportunities.
- Support career-connected learning and CTE.
- Incorporate Social Emotional Learning in all content areas and classrooms throughout the day

Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.

All classrooms will have engaged students daily as documented in classroom walkthroughs.

Describe how specific outcomes and goals are relevant to the root cause analysis.

Students do better in school when they are “hooked” in the learning and they want to be in school because they enjoy what is taking place, feel challenged, and feel motivated to learn.

Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.

- Students do better in school when they are engaged and responsible for their own learning.

Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.

- Baseline (Day 0): Daily attendance at 90%.
- Monthly Classroom Walkthroughs to check on student engagement.
- Benchmark 1 (Day 40): Attendance improves to 90%.
- At least 50% of classes meet weekly attendance goals.
- Benchmark 2 (Day 80): Attendance at 90%.
- All classrooms participate in student engagement in classrooms.
- Benchmark 3 (Day 120): Target attendance rate of 90%.
- Reduction of students with 3+ unexcused absences by 25%.

Describe the data the team will use to evaluate success.

School wide attendance data reports (daily/weekly)

Classroom-level attendance logs

Monthly student and staff survey responses

Records of incentive distribution and class recognition

Comparison of current vs. previous year chronic absenteeism rates

Add Action Steps

Action Step 1

Define Key Action Steps to Achieve Attendance Goals

Design and distribute attendance campaign materials (banners, posters, classroom charts)

Begin daily attendance messages during announcements

Track classroom attendance weekly and celebrate winners each Friday

Host monthly recognition events for high-attendance classes and individual students

Integrate attendance awareness into classroom meetings and family newsletters

Assign Roles and Responsibilities

Principal/Parent Liaison: Launch campaign, lead messaging

Attendance Team: Track data, coordinate incentives

Teachers: Track and display class attendance data, celebrate progress

Office Staff: Input attendance data and provide reports

Counselor/Support Staff: Support messaging and family outreach

Allocate Required Resources

Printing budget for posters, certificates

Incentive materials (snacks, pencils, recognition banners)

Staff time for data tracking and student celebration coordination

Communication channels (school website, email, robocalls)

Establish a Clear Timeline

Week 1: Campaign launch

Weeks 2–4: Begin tracking, announce first class champions

Every 40 days: Review data, adjust messaging or incentives

Monthly: Host recognition events and review survey feedback

Monitor Progress and Adjust as Needed

Review attendance reports every two weeks

Collect and analyze survey feedback monthly

Adjust campaign messaging or frequency based on participation and data

Provide booster training to staff if engagement declines

Tier 2 : Individualized Prevention

Individualized prevention includes targeted intervention strategies for individual students who are missing five percent or more but less than ten percent of classes or school days for any reason. Tier 2 provides individualized prevention and early intervention for students who are missing 5% or more. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences.

Tier 2 strategies include personalized outreach, assessing student and family needs, service coordination with health and social service providers to meet needs, and individualized action plans that address chronic absences and barriers to attendance and increase school engagement.

Strategies

Strategy 1

Strategy 1

Root Cause

Students express feelings of anxiety, depression, or just health issues in general.

Strategy Title

Students feel a sense of belonging.

Describe the specific strategy based on the team's determination from the root cause analysis

• Utilize a relationship mapping strategy to ensure that every student is connected to an adult in the school.

• Track and recognize improved attendance through competitions, celebrations, certificates, and verbal and written acknowledgment. Make sure to share this with both students and families.

• Place calls home each day that the student is absent. Personal calls from someone who knows the student are more effective than automated communications.

• Include attendance on progress reports reviewed at parent conferences.

• Make sure that clear expectations about attendance are communicated, particularly at the primary grades.

• Talk to student to determine what motivates them to come to school and identify any factors such as bullying or anxiety that may be triggering avoidance. • Welcome students back and identify any academic support they need to catch up.

• Keep school clear of health hazards that might contribute to asthma.

• Host immunization clinics.

• Offer enrichment programs or clubs before and after school to engage students.

• Offer resources at the school like a clothing bank or make information about community resources easily available for families.

• Implement check-in/ check-out systems

• Put transportation support systems in place, like walking, school buses, bike programs, or ride sharing.

• Connect students with the school counselor.

Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.

Classroom walkthroughs will reflect implementation of SEL, morning check ins with students, and engaged in lesson activities.

Describe how specific outcomes and goals are relevant to the root cause analysis.

The goal is for the school to make all students feel welcomed in school and fell a sense of belonging so they are motivated to attend school regularly.

Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.

The school wide average daily attendance has hovered around 80%. This strategy aims to improve it to 90% by building a strong attendance culture, which is achievable through high-visibility actions and consistent reinforcement. Similar schools have achieved this gain through sustained school wide campaigns and reinforcement systems.

Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.

Baseline (Day 0): Daily attendance at 80%.

Benchmark 1 (Day 40): Attendance improves to 85%. At least 50% of classes meet weekly attendance goals.

Benchmark 2 (Day 80): Attendance at 90%. All classrooms participate in weekly tracking and recognition.

Benchmark 3 (Day 120): Target attendance rate of 90%. Reduction of students with 10+ unexcused absences by 25%.

Describe the data the team will use to evaluate success.

Schoolwide attendance data reports (daily/weekly)

Classroom-level attendance logs

Monthly student and staff survey responses

Records of incentive distribution and class recognition

Comparison of current vs. previous year chronic absenteeism rates

Add Action Steps

Action Step 1

Define Key Action Steps to Achieve Attendance Goals

Take and collect attendance data with fidelity.

• Ensure that teachers are aware that teacher absenteeism correlates with student absenteeism.

• Analyze and discuss attendance data frequently as a school staff.

• Look at what other districts are doing.

• Post attendance data in areas where students and families can see it.

Assign Roles and Responsibilities

Attendance Team: Coordinate list of Tier 3 students and oversee plan implementation

Assigned Mentor/Counselor: Lead weekly student check-ins, update progress, revise plan

Family Liaison: Maintain regular caregiver communication

Classroom Teachers: Provide feedback on student participation

Social Worker/Community Partner: Address outside barriers (transportation, health, housing)

Allocate Required Resources

Case manager time (approx. 30–60 minutes per student weekly)

Private space for check-ins

Printed materials: contracts, logs, reflection forms

Incentives for progress (e.g., certificates, snacks, recognition)

Access to school or district support services

Establish a Clear Timeline

Week 1: Identify students, assign mentors, begin intake meetings

Week 2: Contracts finalized, begin weekly check-ins

Weeks 3–8: Weekly monitoring, adjust contract as needed

After each 40 days: Benchmark review and strategy adjustment

Ongoing through school year: Continue monitoring, update success plan quarterly

Monitor Progress and Adjust as Needed

Weekly review of attendance and check-in logs by attendance team

Monthly meeting with full support team to adjust plan as needed

Communicate with caregivers on progress and next steps

Celebrate milestones and troubleshoot setbacks in real time

Strategy 2

Strategy 2

Root Cause

Student is constantly absent.

Strategy Title

Health and Wellness Meeting

Describe the specific strategy based on the team's determination from the root cause analysis

A health and wellness with the family will allow for the school to know what is the barrier for students to be absent and will work with the family to find solutions to break those barriers keeping students out of school.

Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.

Average daily attendance rate (schoolwide)

Number of classrooms meeting weekly attendance targets

Reduction in the number of students with 3+ absences

Meet with families to support the child's educational journey.

Describe how specific outcomes and goals are relevant to the root cause analysis.

The root cause analysis revealed that many students and families were not aware of the academic and social consequences of chronic absenteeism. Additionally, inconsistent communication and lack of recognition were factors in disengagement. This strategy directly addresses those issues with regular messaging, motivation, and recognition to build awareness and reinforce attendance norms.

Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.

The school wide average daily attendance has hovered around 80%. This strategy aims to improve it to 90% by building a strong attendance culture, which is achievable through high-visibility actions and consistent reinforcement. Similar schools have achieved this gain through sustained school wide campaigns and reinforcement systems.

Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.

Baseline (Day 0): Daily attendance at 80%.

Campaign launched with posters, kickoff event, and class goal setting.

Benchmark 1 (Day 40): Attendance improves to 85%. At least 80% of classes meet weekly attendance goals.

Benchmark 2 (Day 80): Attendance at 90%. All classrooms participate in weekly tracking and recognition.

Benchmark 3 (Day 120): Target attendance rate of 92%.

Reduction of students with 3+ unexcused absences by 25%.

Describe the data the team will use to evaluate success.

Schoolwide attendance data reports (daily/weekly)

Classroom-level attendance logs Monthly student and staff survey responses

Records of incentive distribution and class recognition

Comparison of current vs. previous year chronic absenteeism rates

Add Action Steps

Action Step 1

Define Key Action Steps to Achieve Attendance Goals

Take and collect attendance data with fidelity.

• Ensure that teachers are aware that teacher absenteeism correlates with student absenteeism.

• Analyze and discuss attendance data frequently as a school staff.

• Look at what other districts are doing.

• Post attendance data in areas where students and families can see it.

Assign Roles and Responsibilities

Attendance Team: Coordinate list of Tier 3 students and oversee plan implementation

Assigned Mentor/Counselor: Lead weekly student check-ins, update progress, revise plan

Family Liaison: Maintain regular caregiver communication

Classroom Teachers: Provide feedback on student participation

Social Worker/Community Partner: Address outside barriers (transportation, health, housing)

Allocate Required Resources

Case manager time (approx. 30–60 minutes per student weekly)

Private space for check-ins

Printed materials: contracts, logs, reflection forms

Incentives for progress (e.g., certificates, snacks, recognition)

Access to school or district support services

Establish a Clear Timeline

Week 1: Identify students, assign mentors, begin intake meetings

Week 2: Contracts finalized, begin weekly check-ins

Weeks 3–8: Weekly monitoring, adjust contract as needed

After each 40 days: Benchmark review and strategy adjustment

Ongoing through school year: Continue monitoring, update success plan quarterly

Monitor Progress and Adjust as Needed

Weekly review of attendance and check-in logs by attendance team

Monthly meeting with full support team to adjust plan as needed

Communicate with caregivers on progress and next steps

Celebrate milestones and troubleshoot setbacks in real time

Tier 3 : Early Intervention

Early intervention includes interventions for students who are considered chronically absent and missing ten percent or more but less than twenty percent of classes or school days for any reason.

Tier 3 strategies include developing individualized student intervention plans that focus on keeping the student in an educational setting with weekly progress monitoring and a contract for attendance.

Strategies

Strategy 1

Strategy 1

Root Cause

Students are chronically absent.

Strategy Title

Individualized Attendance Success Plans for Chronically Absent Students

Describe the specific strategy based on the team's determination from the root cause analysis

The root cause analysis revealed that chronically absent students face complex barriers such as transportation challenges, family responsibilities, housing instability, and lack of engagement with school. To address this, the team will develop individualized attendance plans for each Tier 3 student. These plans will include a student success plan, a weekly check-in with a support team member, and clear academic and attendance goals. A wraparound support team (e.g., counselor, mentor, social worker) will be assigned to each student.

Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.

Weekly student attendance (percentage of days attended)

Weekly progress notes/check-in logs

Student self-reports on engagement and perceived barriers

Reduction in absences over time

Improved class participation or behavior reports (if applicable)

Describe how specific outcomes and goals are relevant to the root cause analysis.

With some Tier 3 students missing more than 40% of instructional time, even small, consistent improvements (5–10% attendance increase per month) are significant. Individualized support, combined with weekly monitoring and direct adult-student relationships, has shown positive results in similar cases. The strategy stretches expectations by requiring weekly accountability but remains realistic due to its highly personalized approach.

Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.

The individualized plans are directly informed by the student-specific barriers identified during the root cause analysis (e.g., trauma, caregiving responsibilities, lack of trust in adults). The student success plans will address those unique barriers and define support, helping the student take ownership of their attendance. Outcomes such as increased presence, trust, and engagement are aligned with the root causes.

Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.

- Baseline (Day 0): Student has 60% or lower attendance; individualized plan developed; support team assigned.
- Benchmark 1 (Day 40): Attendance improves to 50%; weekly check-ins documented; initial barriers addressed.
- Benchmark 2 (Day 80): Attendance at 80%; student has shown follow-through on agreed contract items; family contact maintained.
- Benchmark 3 (Day 120): Attendance at 85–90%; reduction in reported barriers; evidence of academic or social progress.
- Final Goal: Student maintains 90% attendance for the final quarter of the year.

Describe the data the team will use to evaluate success.

Weekly attendance reports

Weekly check-in documentation logs

Student/family meeting notes

Academic progress reports

Student reflection journals or surveys

Contract review forms (signed and updated regularly)

Add Action Steps

Action Step 1

Define Key Action Steps to Achieve Attendance Goals

Identify Tier 3 students based on chronic absenteeism threshold

Assign each student a case manager/mentor

Conduct intake meeting with student and caregiver(s)

Develop individualized attendance success plan

Begin weekly check-ins and log progress

Monitor success plan adherence and update monthly

Assign Roles and Responsibilities

Attendance Team: Coordinate list of Tier 3 students and oversee plan implementation

Assigned Mentor/Counselor: Lead weekly student check-ins, update progress, revise plan

Family Liaison: Maintain regular caregiver communication

Classroom Teachers: Provide feedback on student participation

Social Worker/Community Partner: Address outside barriers (transportation, health, housing)

Allocate Required Resources

Case manager time (approx. 30–60 minutes per student weekly)

Private space for check-ins

Printed materials: contracts, logs, reflection forms

Incentives for progress (e.g., certificates, snacks, recognition)

Access to school or district support services

Establish a Clear Timeline

Week 1: Identify students, assign mentors, begin intake meetings

Week 2: Contracts finalized, begin weekly check-ins

Weeks 3–8: Weekly monitoring, adjust contract as needed

After each 40 days: Benchmark review and strategy adjustment

Ongoing through school year: Continue monitoring, update success plan quarterly

Monitor Progress and Adjust as Needed

Weekly review of attendance and check-in logs by attendance team

Monthly meeting with full support team to adjust plan as needed

Communicate with caregivers on progress and next steps

Celebrate milestones and troubleshoot setbacks in real time

Tier 4 : Intensive Support

Intensive support includes interventions for students who are considered excessively absent and missing twenty percent or more of classes or school days for any reason. Tier 4 focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.

Tier 4 strategies include giving written notice to the student's family with a scheduled time to meet with the school principal and the attendance team, establishing non-punitive consequences at the school level, identifying appropriate specialized supports that may be needed to help student address the underlying causes of excessive absenteeism, and notifying the student and their family about the consequences for further absences.

Strategies

Strategy 1

Strategy 1

Root Cause

Student continues being absent in spite of many attempts to support the family in getting him/her to school.

Strategy Title

Formal Attendance Intervention Meeting with Support Service Coordination

Describe the specific strategy based on the team's determination from the root cause analysis

After exhausting Tier 1–3 supports, the attendance team determined that a small group of students continues to experience excessive absences (20+). The team identified unresolved trauma, significant instability at home, and lack of follow-through on prior interventions. This strategy involves formally notifying families of a mandatory attendance meeting with the principal and attendance team to discuss the school-level implications of continued absenteeism. A formal student success plan with non-punitive but firm consequences will be developed, with the parent/guardian being an active participant in the plan, and referrals to community mental health, social work, or juvenile support agencies will be provided if needed.

Describe what key progress indicators you will use to measure the effectiveness and success of the strategy.

Confirmation of family attendance at scheduled meetings

Completion of individualized student attendance success plan

Documented referrals to support agencies Improved student attendance within 30 days of meeting

Reduction in chronic absences Increased caregiver engagement (calls returned, documents signed, participation in follow-up meetings)

Describe how specific outcomes and goals are relevant to the root cause analysis.

The root causes in the case of these particular students include a breakdown in school-home communication, lack of trust, and failure to access external support services. This strategy directly addresses those issues by bringing all key stakeholders to the table, clarifying expectations, and aligning the family with school and community-based support in a structured way.

Describe how the strategy is ambitious but realistic based on the data analysis conducted by the team.

This strategy uses high-leverage interventions in a structured and formal way, which may include coordination with external partners. While ambitious due to the deep-rooted issues Tier 4 students face, the formal notice and high-level meeting increase the urgency andaccountability. The school is not relying on punishment, but rather structured support and clearly communicated next steps, which makes this realistic and evidence-aligned.

Describe the timeframe the team will establish to accomplish the outcomes, using baseline, benchmark and progress updates at each 40-day reporting period.

Baseline (Day 0): Student has met the threshold of 20+ absences; written meeting notice sent; meeting held within 10 days.

Benchmark 1 (Day 40): Attendance improves by 3%; student begins engaging with referred services; student attendance success plan milestones met.

Benchmark 2 (Day 80): Attendance improves by 5 - 7%; continued compliance with attendance SASP; support service involvement confirmed.

Benchmark 3 (Day 120): Attendance reaches 10% improvement for the last 30 days; family remains engaged; plan reviewed or closed if successful.

Describe the data the team will use to evaluate success.

- Signed meeting notices and attendance at the intervention meeting
- Student attendance success plan documentation and compliance status
- Weekly individual chronic absence reports reviewed by student
- Referral confirmations and service provider reports (when applicable)
- Follow-up notes from family or student interviews
- Documentation of any formal warnings issued

Add Action Steps

Action Step 1

Define Key Action Steps to Achieve Attendance Goals

Identify students who have met the tier 4 threshold (20%+)

Send certified written notice to caregivers with scheduled meeting details

Hold formal meeting with principal, attendance team, student, and caregiver

Develop an individualized student attendance success plan

Refer to outside agencies (mental health, child welfare, juvenile services, etc.) as needed

Establish short-term review timeline (30-day intervals)

Notify family of consequences if absences persist (e.g., FINS Program)

Assign Roles and Responsibilities

Principal: Lead intervention meeting, review attendance district/school expectations

Attendance Coordinator: Schedule meetings, prepare notices, document outcomes

School Counselor/Social Worker: Lead referral process and support service coordination

Teacher(s): Provide academic updates and engagement status

Family Liaison: Maintain caregiver contact and support

Allocate Required Resources

Meeting space and coverage for staff participants

Certified mailing costs for notices/SIS generated invitations

Printed/electronic student success plan, documentation logs

Contact lists for local support agencies

Transportation or interpreter services for families, if needed

Establish a Clear Timeline

Week 1: Identify students and send notices

Week 2: Hold intervention meetings

Week 3–4: Implement student success plans and begin service referrals

Every 30–40 Days: Review progress and determine if escalation is needed

Monitor Progress and Adjust as Needed

Weekly attendance review

Monthly family check-in

Update plans if new barriers arise

If attendance fails to improve, escalate to the FINS Program (Juvenile Justice Support)

for next steps

If attendance improves, transition to Tier 2/3 supports to maintain gains

Acknowledgement & Submit

Acknowledgement of Completion

✔ I acknowledge that my Attendance Improvement Plan is complete and ready to submit.

Name: Jesus Moncada

Date: Aug 31, 2026

District-Level Progress Update

80 Days Progress Update

What did you notice? (What happened or what did you observe while implementing this strategy?)

No Information

What did you learn? (What was the result? Did it meet the intended outcome?)

No Information

What can you conclude? (What do you need to do next? Adapt, Adopt, or Abandon?)

No Information

Actual Chronic Absence Rate:	0.00%
Target Chronic Absence Rate:	10.00%
Chronic Absence Rate Change	10.00 %

120 Days Progress Update

What did you notice? (What happened or what did you observe while implementing this strategy?)

No Information

What did you learn? (What was the result? Did it meet the intended outcome?)

No Information

What can you conclude? (What do you need to do next? Adapt, Adopt, or Abandon?)

No Information

Actual Chronic Absence Rate:	0.00%
Target Chronic Absence Rate:	10.00%
Chronic Absence Rate Change	10.00 %

End of School Year Progress Update

What did you notice? (What happened or what did you observe while implementing this strategy?)

No Information

What did you learn? (What was the result? Did it meet the intended outcome?)

No Information

What can you conclude? (What do you need to do next? Adapt, Adopt, or Abandon?)

No Information

Actual Chronic Absence Rate:	0.00%
Target Chronic Absence Rate:	10.00%
Chronic Absence Rate Change	10.00 %