



Attendance Improvement Planning Document

For Implementation Period: September 2015 – June 2016

**Principal: Mr. Smith
School: Elizabeth School
Date: June 2015
LSBC Motion #: 1256**

Together with the ongoing improvements in leadership, curriculum and instruction, the final attendance report and this planning tool – *Attendance Improvement Planning Document*, acknowledges recommendation #3 of the *Northland Inquiry Team Report* by setting into motion actions that further support student engagement by building bridges with our parents and school communities

Directions

1. The 'School Implementation Planning Document' is considered to be a living document that requires updating and reflects your school's current practices with improving student attendance.
2. The first section describes the two phases of implementation:
 - 2.1 **Phase 1** (March to June 2015)
 - Building school capacity and community engagement. Reporting of progress to Central Office occurs once during Phase 1 – June 15, 2015.
 - 2.2 **Phase 2** (September 2015 to June 2016):
 - Reporting of School Attendance Implementation to Central Office occurs three times during Phase 2 – end of September 2015, mid-February 2016 and June 2016.
 - The end of September document will outline your targets, strategies/actions for the coming school year.
 - Mid-February document – mid-year progress and reflection on targets and strategies / actions
 - The June summary report document provides evidence of successful implementation of targets, strategies and actions.
3. Division and School Targets, Timelines and Responsibilities. Targets #1 & #2 are mandatory for each school. There is space to identify three additional targets and the corresponding strategies/actions. Please feel free to add other targets if deemed desirable.
4. Identify any barriers to implementation.
5. The final section of the planning document asks that you provide evidence of implementation. At June year-end, please provide a summary of your successful strategies/actions that have been implemented during the course of the school year. Examples of suitable evidence are provided.
6. The Local School Board Committee will review and approve the 'Attendance Improvement Planning Document' – at the June 2015 LSBC meeting; September 2015 LSBC meeting; February 2016 LSBC meeting and June 2016 LSBC meeting.

Division Attendance Targets

- To increase the number of students achieving 90 – 94% attendance by 5% by June 2015 & June 2016
- To increase the number of students achieving 95 – 100% attendance by 5% by June 2015 & June 2016

School Implementation Planning Document

Phase 1: March 2015 to June 2015

Distribute Attendance Improvement Planning Document to Schools

March 31, 2015 – distribution to school administration

May 7/8, 2015 – Principals Share Draft Attendance Plans at Administrators' Meeting

June 15, 2015 – deadline for completed school planning document to Central Office

Community Attendance Improvement Engagement Meetings:

March 2015 – Elizabeth, JF Dion, Conklin, Janvier, Anzac, Fort McKay

April 2015 – ADCS, Susa Creek, DMJ, Paddle Prairie, Grouard & Hillview

May 2015 – Little Buffalo, Peerless, Kateri, Gift Lake, & Peavine

June 2015 – St. Theresa, Mistassiniy, Outreach, Chip Lakes, Pelican, & Calling Lake

(Note: Visitation dates will be coordinated with principals)

NSD61 Board Monthly Attendance Review & Progress

March 27th & 28th, 2015 (Division Attendance Lead (DAL) to report to the Trustee & Board on progress to date)

May 29th & 30th 2015 (School Report: Conklin Community School – Bernard Woodfine)

June 26th & 27th 2015 (DAL to report to the Trustee & Board on progress to date)

Awards & Recognition from Central Office

Year-end Certificates for outstanding student attendance (Marj & Curtis)

Advertise and Hire Maplewood Expert

Assess the Maplewood Training needs of the Division. Organize and implement training for Secretaries, administrators, teachers for year-end rollover

Phase 2: September 2015 to June 2016

Established Process to Accept School Attendance Planning & Implementation Reports from School Administrations

- School Attendance Reporting to Central Office three times – end of September, mid-February and mid-June.
- Completion of this planning document: (a) List of Attendance Improvement Targets, Strategies/Actions due end of September, report progress mid-February (b) List barriers to Implementation and (c) Provide evidence of successful Implementation due at year-end.

Data Analysis Support to Schools from Central Office

- Central Office will offer data analysis support to schools. Division Attendance Lead will meet once a year with individual Principals and Local School Board Committees to review school data.

Maplewood Training and In-Service

- Coordinate and Implement Maplewood training and in-service program for all schools and Central Office – where there is a need

School Attendance Target: Improving Attendance

(Prioritized List of Strategies based on the Attendance Improvement Initiative)

Strategy #1 (With Timeline & Responsibility)

Implement fully Procedure 301 – Student Attendance. Until this Procedure is revised/ updated, the principal will ensure all aspects of the Procedure are implemented. The principal, in cooperation with staff, are responsible for immediate implementation.

Timeline: Immediate implementation

Responsibility: Principal, Teachers, Support staff and Superintendent.

Action Components	Responsibility	Timelines
(a) The school establishes and implements an ‘attendance action protocol’	Principal, Classroom teachers	Ongoing daily
(b) The school’s attendance patterns are monitored, tracked and analyzed on a daily / weekly and monthly basis.	Principal, Classroom Teachers, Support Staff	Ongoing
(c) Teachers monitor and track student attendance on a daily basis. Unacceptable attendance or a student absent 20% of the days in any one month or more, the teacher reports this attendance information to the principal.	Classroom Teachers, Support Staff and Principal	Ongoing
(d) The principal acts on poor attendance reports from teachers. In cooperation with the school attendance committee, appropriate steps are taken to improve the student’s attendance.	Principal, Attendance Improvement Committee and members of the school staff	Ongoing
(e) If every effort has been expended to the student’s attendance fails then the Principal reports in writing the case(s) to the Superintendent (or designate) – identifying students by name and providing all interventions taken to remediate the poor attendance.	Principal, Superintendent	Ongoing
(f) The Superintendent contacts parents, seeks their support, discusses consequences if attendance doesn’t improve.	Superintendent	Ongoing
(g) A continuation of poor attendance results in a referral to the Attendance Board or other appropriate local authority.	Superintendent	Ongoing

Actions to Support Strategy #1: Implement Procedure 301

(At year-end use the last two pages of this document to demonstrate specific success evidence)

Strategy #2 (With Timeline & Responsibility)

Implement a “School Attendance Improvement Committee that meets monthly to discuss ongoing attendance initiatives, prevention and early intervention efforts. Each school will maintain a log of meeting dates and minutes.

Timeline: Immediate implementation

Responsibility: Principal

Action Components	Responsibility	Timelines
(a) A School Attendance Improvement Committee (SAIC) is established at the start of the school year	Principal	Immediate implementation
(b) The SAIC is made up of school and school community representatives with the principal (or designate) as Chairperson	Principal (or designate)	Immediate implementation
(c) The School Attendance Improvement Committee meets at minimum once a month to discuss: (a) attendance initiatives, (b) ongoing attendance concerns, (c) support & follow-up on student early interventions and prevention strategies, (d) successes and challenges, (e) school community communication efforts and (f) other	Principal, Appointed Recorder	Immediate implementation
(d) The meeting agenda and minutes are maintained electronically and forwarded to the DAL following each meeting	Principal (or designate)	Immediate implementation

Actions to Support Strategy #2: Implement School Attendance Improvement Committees

(At year-end use the last two pages of this document to demonstrate specific success evidence)

Strategy #3 (With Timeline & Responsibility)

Strategy: Enhancing school culture and community with a focus on teacher-students relationships as well as the learning environment.

Timeline: September 1, 2015 implementation

Responsibility: Principal and school staff

Action Components	Responsibility	Timelines
Consistent timely and accurate input of daily student attendance data	Principal and Classroom teachers	September 1, 2015 and onward
Clearly publicize the schools attendance expectations to parents and the community	Principal and Classroom teachers	September 1, 2015 and onward
Providing a safe learning environment which positively effects school attachment among students	Principal and Classroom teachers	September 1, 2015 and onward
Changing instructional practices and emphasizing greater personalization and student engagement <ul style="list-style-type: none"> • Promote learning that is relevant to the students • Introducing various forms of instructional technology • Make the classroom atmosphere positive, challenging and open • Feature positive peer-to-peer relationships • Teachers modelling great learning for students 	Principal and Classroom teachers	September 1, 2015 and onward
Ensuring classroom programs that combine instruction focused on personal hygiene and activities to promote it to reduce absences due to illness.	Principal and Classroom teachers	September 1, 2015 and onward
Paying special attention to the students individual academic and social needs	Principal and Classroom teachers	September 1, 2015 and onward

(At year-end use the last two pages of this document to demonstrate specific success evidence)

Strategy #4 (With Timeline & Responsibility)

Strategy: Effectively engaging parents, as part of the team, at the classroom level working cooperatively with the teachers on regular parent-teacher discussions, school and homework, parent volunteers and participation in school activities.

Timeline: June 2015

Responsibility: Principal and school staff

Action Components	Responsibility	Timelines
Making students and parent/guardians feel welcome at school at all times. Make relationships with the school more personal	All Staff	September 1, 2015 and onward
Setting target and rewarding students and parents for improved attendance	Principal and Teachers	September 1, 2015 and onward
Calling home for every absence to establish the reason for the absence. Let the parent know that we recognize their absence and care about their student being in school	Classroom teachers	September 1, 2015 and onward
Referral to appropriate agencies to assess environmental factors and barriers that effect attendance and to develop family strategies aimed at improving attendance	Principal, teachers	September 1, 2015 and onward
Promoting the need for high attendance for good academic results at all school and family or community events	Principal, teachers	September 1, 2015 and onward
Making home visits to chronically absent students	Classroom teachers	September 1, 2015 and onward

(At year-end use the last two pages of this document to demonstrate specific success evidence)

Strategy #5 (With Timeline & Responsibility)

Strategy: Providing professional development for teachers to develop skills, techniques and learn about innovative strategies to enhance classroom instruction

Timeline: ongoing and implemented by June 2015

Responsibility: Principal and Learning Services Team

Action Components	Responsibility	Timelines
Providing all staff with the opportunity to attend the two day workshop on "Mental Health First Aide"	Principal	October 31, 2015
Provide opportunities for small group instruction in Math and Literacy	Principal	August, 2015 and onward
Provide opportunities for weekly collaborative planning for instruction	Principal	September 1, 2015 and onward

(At year-end use the last two pages of this document to demonstrate specific success evidence)

List Barriers to Implementation

1. A general sense of apathy because to schools has maintained good student attendance. This school year has allowed time to develop a strategy to improve attendance in specific cases as compared to the overall school.
2. Absenteeism can many times be attributed to minor colds and flu's, of which many can be prevented with proper personal hygiene and hand washing. Steps are being taken to address this next year.
3. The school culture is related to school avoidance behaviors as well as students perception of the school. Greater efforts and strategies are being developed to improve the learning environment for next year.
4. Changing instructional practices and emphasizing personalization and greater student engagement is hoped to improve student attendance next year.
5. We are confident that increasing parental engagement with the school will have a direct, positive effect on school attendance.
6. We hope that encouraging students to come to the school before they are eligible for kindergarten will assist in getting them to like and attend school.

Evidence of Implementation: June Year End Summary that the Implemented Strategies are Successful

Objective Evidence that Short/Long Term Strategies are Being Implemented

Here are a few examples:

- Student attendance is tracked and data shows that it increases
 - Processes are in place for follow-up with absent students to eliminate any barriers that may impact attendance such as transportation, food/clothing issues, homework support
 - Students that were considered at risk or have transitioned back to school are now re-engaged in their learning
 - Each high school student has an academic plan and career options. They are tracked regularly for progress and success
 - Dates of school-based attendance committees are listed,
 - Attendance meetings dates with the school community/parents, attendance initiatives
 - Initiatives are implemented to support cultural pride
 - Initiatives are implemented to support a positive school climate & nutrition & wellness
 - Students are engaged in CTS/CTF programs,
 - 'Tell Them From Me' survey data analysis has resulted in a positive change to school programming,
 - An elders program has been established and there is evidence that student attendance has improved as a result,
 - An 'Attendance Action Protocol' is established and being implemented (i.e. Recommendation #13)
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- Data tracking indicates an average of over 90 % attendance each month
 - Recognition monthly of students with perfect attendance (pizza lunch) has been effective
 - Regular calls to homes if student's are absent for any extended times
 - Implemented greater use of area counselling services for student's at risk
 - Reviewing (with a slideshow presentation) the importance of being at school every day at monthly assemblies
 - Setting an attendance section for the monthly newsletter



