

<b>Title</b> – Truancy Reduction				
<b>Content Area</b> – Social Worker				
<b>Grade Level</b> – 9-12				
<b>Students</b> – 11				
<b>Interval of Service Delivery</b> – SY 2013-14				
<b>Main Criteria</b>	<b>Element</b>	<b>Description</b>		
<b>Essential Questions:</b> What is the most important outcome that will enable students to have better access to education through your services?				
<b>Priority of Content</b>	<b>Objective Statement</b>	Students on my caseload who were chronically truant last year (>18 days) will reduce the number of days they are truant this year by approximately 1/3.		
	<b>Rationale</b>	Because I work in a truancy program, most of the student with whom I work were chronically truant last year. In order for my students to receive the academic and social-emotional support they need, they must come to school. When they come to school, they are warm, fed, and generally safe. They can attend class and engage in academic content, as well as receive counseling services. Time spent in school also decreases time spent elsewhere, where students are in the company of other truant students or students who no longer attend school, where they are more likely to engage in high-risk behavior.		
<b>Essential Questions:</b> Where are my students now with respect to the objective?				
<b>Baseline Data / Information</b>	<b>Student</b>	<b>Days Truant in SY 2012-13</b>		
	Student A	19		
	Student B	38		
	Student C	19		
	Student D	24		
	Student E	21		
	Student F	27		
	Student G	36		
	Student H	18		
	Student I	22		
	Student J	20		
	Student K	17		
<b>Essential Questions:</b> Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?				
<b>Rigor of Target</b>	<b>Target(s)</b>	<b>Student</b>	<b>Days Truant in SY 2012-13</b>	<b>Target Days Truant in SY 2013-14</b>
		Student A	19	13
		Student B	38	25
		Student C	19	13
		Student D	24	16
		Student E	21	14
		Student F	27	18
		Student G	36	24
		Student H	18	12
		Student I	22	15
		Student J	20	13
		Student K	17	11

	<p><b>Rationale for Target(s)</b></p>	<p>When I reviewed these students' truancy data from last year, I was dismayed by how much school they had missed and how little was done to change with these behavior patterns. I believe that establishing stronger relationships with these students and their families will result in a sizeable reduction in the number of days that students are truant from school. Of course, absences caused by unforeseen circumstances such as family emergencies and illness would not be counted toward truancy data because they would be excused. Therefore, I think a 1/3 reduction in truancy is both rigorous and attainable.</p>
<p><b>Quality of Evidence</b></p>	<p><b>Evidence Source(s)</b></p>	<p>I will measure my success with this objective using SIS data each quarter.</p>
	<p><b>Strategies</b></p>	<p>In order to reduce truancy, I will schedule a minimum of two check-ins per week with my students to talk about how things are going in school (both academically and socially) and outside of school (including work, family life, etc.). Students will be responsible for tracking their own data and monitoring their progress toward their goal. I will reach out to families early and regularly in order to establish a rapport so that they feel comfortable getting in touch with me when they need support for their student. In addition, I will meet with students and their families to discuss credit recovery options and opportunities for online coursework, which may be appealing to some students and increase their feelings of self-efficacy with regard to graduation. Finally, I will collaborate with my districts truancy officers to ensure that they are aware of and supporting each student's goal.</p>