



First 20 Days of School

Did you know: *

- Students who missed fewer than 2 days in September continued to average fewer than 2 days absent each month.
- Students who missed 2 to 4 days in September were 5 times more likely than those who missed fewer than 2 days to be chronically absent for the year.
- Students who missed more than 4 days were over 16 times as likely to be chronically absent than students who were absent fewer than 2 days
- 6th grade Quarter 1: Students with a D or F in ELA or Math were 1.5x more likely to drop out**
- 9th grade students Quarter 1: Students with a D or F in ELA or Math were 3 times more likely to drop out**

* Baltimore Education Research Consortium, July 2014 <http://baltimore-berc.org/wp-content/uploads/2014/08/SeptemberAttendanceBriefJuly2014.pdf> ** <https://files.eric.ed.gov/fulltext/ED557733.pdf>

Relationships and SEL

- How will we intentionally build and nurture relationships?
- In what ways will we honor and celebrate each member of our classroom, staff, and community?
- How will we invite everyone into our community every day?
- How will we foster safety within our learning community?
- What resources do we need to preserve to meet student and adult needs?

Student Voice

- What motivates, distracts and/or frustrates students, and how will we develop the right blend of incentives, supports, and scaffolds to keep students focused on success?
- What is going well?
- How are students giving input for celebrations and solving problems?
- How will students be involved in planning Start Strong activities and celebrations?
- In what ways can students be involved in monitoring Start Strong efforts?

Celebrations

- What types of events, celebrations, and exhibitions are students interested in participating in at school?
- What types of celebrations, incentives, and encouragement are motivating for adults in the school?
- What type of event fits into the school's vision for a powerful start?
- What resources will be needed and where will they come from?

Attendance

Course Performance

Behavior

Family & Community Partnerships

- How will we communicate our start strong priorities with our families and community?
- How will we share the importance of attendance to a successful graduation trajectory?
- In what ways will we gather input and provide opportunities to co-create interventions with our families and community partners?
- Are there resources within the community that can be leveraged for these efforts?

Teaching and Learning

- How will we ensure best first instruction and align our resources for all students?
- How will we encourage the use of effective engagement strategies and clear expectations?
- How will we optimize differentiation and personalization?
- How will we address equity and opportunity gaps?
- What have we learned about grading practices that we need to bring forward?

Data Reflection

- Which ABC indicator(s) will you target to develop your Start Strong goal?
- What went well? (celebrate)
- What gaps do we see? (target for intervention)
- How will we know our efforts are working?

