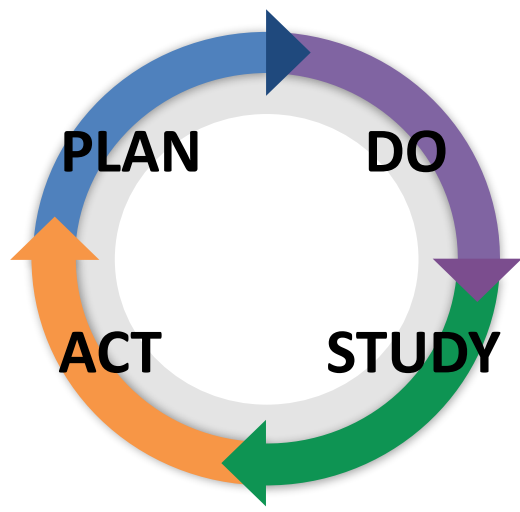


Wholeness & Wisdom Hub – Whole Child Initiative

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Problem Statement

Kindergarten chronic absenteeism at Forest Heights Elementary School was approximately 57%, impacting academic readiness, engagement, social-emotional development, and early literacy growth. The highest in the school for 2 years in a row. Many students demonstrated inconsistent attendance patterns, limited school connectedness, and challenges with emotional readiness for learning

PLAN

Originally planned for February–June 2026, the *Wholeness & Wisdom Hub* pilot launched in March due to inclement weather and implementation delays. Kindergarten students participated in SEL, belonging, relationship-building, and family engagement strategies designed to decrease chronic absenteeism by 10% or greater and strengthen student connectedness to school.

ACT

Decision: ADAPT

The pilot demonstrated promising engagement and belonging outcomes. Additional attendance monitoring and refined data collection are needed to evaluate long-term impact.

Adjustments Moving Forward

- Continue SEL and belonging-centered practices
- Monitor attendance trends through May and June

Key Results

The *Wholeness & Wisdom Hub* pilot increased student engagement, school connectedness, and classroom belonging through SEL-centered and relationship-based supports. Teachers reported greater student excitement about attending school, stronger peer relationships, and improved classroom participation.

Lessons Learned

- Quantitative attendance data should be analyzed alongside qualitative school climate data.
- Seasonal factors and reduced instructional days can significantly impact attendance percentages.
- SEL and belonging-centered supports positively influence student connectedness and engagement.

DO

As the *Wholeness & Wisdom Hub* pilot was implemented, teachers observed increased student excitement, engagement, participation, and stronger classroom relationships. Students appeared more connected to school through SEL-centered routines, belonging practices, and positive reinforcement.

A challenge identified was a slight increase in April absences during the Spring Break month. To address this, attendance trends were reanalyzed within the context of reduced instructional days and possible extended family travel, while continuing family communication and relationship-centered supports.

STUDY

Quantitative Findings

- April attendance reflected a slight increase in absences/chronic absenteeism indicators.
- March included approximately 20 instructional days; April included approximately 18 due to Spring Break.
- Fewer instructional days amplified attendance percentage changes.

Contextual Analysis

The April increase in absences may reflect Spring Break travel extensions and seasonal attendance disruptions rather than reduced student engagement.

The attendance reports analyzed were monthly summaries, not daily attendance logs, limiting the ability to identify absence patterns immediately before or after Spring Break.



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