

Philip G. Vroom Community School: Corrective Action Plan (CAP) for Addressing Chronic Absenteeism 2024-2025

Pursuant to N.J.S.A. 18A:38-25.1, in the event that 10 percent or more of the students enrolled in a public school are chronically absent, which means a student has missed 10% or more days of school, the school shall develop a corrective action plan to improve the absenteeism rate. The plan will be presented to the local board of education and reviewed and revised annually until absenteeism rates are below 10%.

Table 1: Corrective Action Plan (CAP) Overview

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| District Name | Bayonne Public Schools |
| Principal Name & School Name | Philip G. Vroom Community School Stacey Janeczko |
| Date Presented to the Board of Education | August 2024 |
| Grade Levels | Kindergarten – Grade 8 |
| Problem Solving Team Members (refer to Section 3: Problem Solving Team) | Attendance Committee |
| Start Date of CAP | September 4 th , 2024 |

Systems Processes

In accordance with NJTSS' Data-Based Decision Making, the NJDOE encourages districts to establish a Chronic Absenteeism Early Warning System (CA EWS), which is a system to detect patterns, trends, and perception data that could indicate increased risks of a student becoming chronically absent. Data collected for the CA EWS should reflect attendance at multiple levels (school-wide, grade-level, classroom, individual students) to identify target populations and measure the appropriateness and effectiveness of current or proposed interventions. For more information about Data-Based Decision making please refer to Section 4: Data-based Decision Making.

The table below provides a sample of grade-level data that can be considered when developing a corrective action plan. It will be helpful to also reflect on schoolwide and district level data.

Table 2: Corrective Action Plan Data, Systems Processes-Grade Level

| Chronic Attendance Early Warning System Data Source | Prior year attendance data % of students Chronically Absent | Notes |
|--|---|--|
| 2018-2019 Grade K Chronic Absenteeism Data 2018-2019 Grade 1 Chronic Absenteeism Data 2018-2019 Grade 2 Chronic Absenteeism Data 2018-2019 Grade 3 Chronic Absenteeism Data 2018-2019 Grade 5 Chronic Absenteeism Data 2018-2019 Grade 6 Chronic Absenteeism Data 2018-2019 Grade 7 Chronic Absenteeism Data | 20% 24% 11% 10% 15% 19% 12% | Historically, grades K, 1 and 6 demonstrated higher chronic absenteeism than other grades in our school. |
| 2019-2020 Grade 6 Chronic Absenteeism Data 2019-2020 Grade 6 Chronic Absenteeism Data | 13% 12% | While providing remote instruction we saw reduced rates of chronic absenteeism throughout the school, but Grade 6 and 7 students remained the highest. |
| 2020-2021 Grade 6 Chronic Absenteeism Data 2020-2021 Grade 7 Chronic Absenteeism Data 2020-2021 Grade 8 Chronic Absenteeism Data | 13% 13% 15% | While providing remote and hybrid instruction we saw reduced rates of chronic absenteeism throughout the school, but Grade 6, 7 and 8 students remained the highest. |
| 2021-2022 Grade PK Chronic Absenteeism Data 2021-2022 Grade K Chronic Absenteeism Data 2021-2022 Grade 1 Chronic Absenteeism Data 2021-2022 Grade 3 Chronic Absenteeism Data 2021-2022 Grade 4 Chronic Absenteeism Data 2021-2022 Grade 5 Chronic Absenteeism Data | 41% 18% 21% 14% 14% 18% | Historically, grades PK, 1, 6, 7, and 8 demonstrated higher chronic absenteeism than other grades in our school. |

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| 2021-2022 Grade 6 Chronic Absenteeism Data | 19% | |
| 2021-2022 Grade 7 Chronic Absenteeism Data | 24% | |
| 2021-2022 Grade 8 Chronic Absenteeism Data | 19% | |
| 2022-2023 Grade PK Chronic Absenteeism Data | 48% | Historically, grades PK, K, 1, 2, 5, 6, 7, and 8 demonstrated higher chronic absenteeism than other grades in our school. |
| 2022-2023 Grade K Chronic Absenteeism Data | 33% | |
| 2022-2023 Grade 1 Chronic Absenteeism Data | 32% | |
| 2022-2023 Grade 2 Chronic Absenteeism Data | 28% | |
| 2022-2023 Grade 4 Chronic Absenteeism Data | 15% | |
| 2022-2023 Grade 5 Chronic Absenteeism Data | 22% | |
| 2022-2023 Grade 6 Chronic Absenteeism Data | 21% | |
| 2022-2023 Grade 7 Chronic Absenteeism Data | 34% | |
| 2022-2023 Grade 8 Chronic Absenteeism Data | 21% | |

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| 2023-2024 Grade PK Chronic Absenteeism Data | 35% | Historically, grades PK, K, 2, 4, 5, 6, 7, and 8 demonstrated higher chronic absenteeism than other grades in our school. |
| 2023-2024 Grade K Chronic Absenteeism Data | 24% | |
| 2023-2024 Grade 1 Chronic Absenteeism Data | 8% | |
| 2023-2024 Grade 2 Chronic Absenteeism Data | 22% | |
| 2023-2024 Grade 4 Chronic Absenteeism Data | 17% | |
| 2023-2024 Grade 5 Chronic Absenteeism Data | 24% | |
| 2023-2024 Grade 6 Chronic Absenteeism Data | 33% | |
| 2023-2024 Grade 7 Chronic Absenteeism Data | 30% | |
| 2023-2024 Grade 8 Chronic Absenteeism Data | 16% | |

Table 3: Corrective Action Plan Data, Systems Processes- Using Historical Data to Identify students at-risk of future chronic absenteeism

| Unique Student Identifier (Identifying Students At-Risk for Chronic Absenteeism) | Source | Ranges of Absences | Notes |
|---|---------|--------------------|---|
| Grade PK: 1 student F/R Lunch; 0 student No F/R Grade K: 3 student F/R Lunch; 0 student No F/R Grade 1: 0 students F/R Lunch; 0 student No F/R Grade 2: 1 student F/R Lunch; 0 student No F/R Grade 3: 0 student F/R Lunch; 2 student No F/R Grade 4: 0 student F/R Lunch; 0 student No F/R Grade 5: 0 student F/R Lunch; 0 student No F/R Grade 6: 2 student F/R Lunch; 0 student No F/R Grade 7: 1 student F/R Lunch; 1 student No F/R Grade 8: 0 students F/R Lunch; 1 student No F/R | LinkIt! | 12-17 days absent | Student data was reviewed by subgroup using free/reduced lunch status |
| Grade PK: 4 student F/R Lunch; 1 students No F/R Grade K: 1 student F/R Lunch; 0 students No F/R Grade 1: 1 student F/R Lunch; 0 students No F/R Grade 2: 3 students F/R Lunch; 1 student No F/R Grade 3: 0 student F/R Lunch; 1 student No F/R Grade 4: 1 student F/R Lunch; 0 student No F/R Grade 5: 5 student F/R Lunch; 0 students No F/R Grade 6: 3 student F/R Lunch; 1 student No F/R Grade 7: 4 students F/R Lunch; 3 students No F/R Grade 8: 3 students F/R Lunch; 0 student No F/R | LinkIt! | 18-21 days absent | Student data was reviewed by subgroup using free/reduced lunch status |
| Grade PK: 9 students F/R Lunch/ 3 students No F/R Grade K: 8 students F/R Lunch; 4 students No F/R Grade 1: 4 students F/R Lunch; 0 students No F/R Grade 2: 8 students F/R Lunch; 1 students No F/R Grade 3: 4 students F/R Lunch; 4 student No F/R Grade 4: 3 students F/R Lunch; 3 student No F/R Grade 5: 6 student F/R Lunch; 4 student No F/R Grade 6: 11 student F/R Lunch; 2 student No F/R Grade 7: 9 student F/R Lunch; 2 student No F/R | LinkIt! | 22+ days absent | Student data was reviewed by subgroup using free/reduced lunch status |

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| Grade 8: 4 students F/R Lunch; 0 students No F/R | | | |
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- Do not include information that may identify an individual student.
- Schools can consider reviewing student data specific to student sub-groups to better target their interventions and include in their corrective action plan.

Additional Data Sources to Consider in Chronic Absenteeism Early Warning System

Parent/Caregiver Survey

In developing the corrective action plan, the school shall solicit input from parents or guardians of students currently attending the school. The solicitation shall include, at a minimum, a parental survey that includes questions related to parents' beliefs regarding the reasons why students are chronically absent and recommendations on the best ways to improve attendance. Please refer to Section 4: Parent/Guardian Survey for guidance on developing a parent survey. Parents' perceptions

Table 4: Corrective Action Plan Data, Parent Survey Results Analysis

| Total responses | Parents' perceptions regarding the reasons why students are chronically absent | Percent |
|-----------------|--|-------------------------------------|
| 34 | "Parents are involved in making important school decisions" | 18.2% strongly disagree or disagree |
| 34 | "It's okay to miss a few days (2 to 3) of school each month" | 27.3% Strongly agree or agree |
| 34 | "I am satisfied with the extracurricular activities at my child's school" | 18.2% strongly disagree or disagree |
| 34 | "I wish my child went to a different school" | 21.3% strongly agree or agree |

Inventory of Current Strategies

Please review Appendix B: Tier 1 and Tier 2/Tier 3.

Additional data to consider when developing a responsive CAP are the current strategies being implemented by a district. In the cells below "Inventory Current Strategies", insert the names or descriptions of Tier 1/Universal strategies currently utilized to encourage students' regular attendance in school. In the cells below "Inventory Current Strategies Reflection", insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy broadly supports your students, or if the strategy is not having the effects envisioned when first implemented.

Tier 1

Table 5: Corrective Action Plan Inventory of Current Strategies, Tier 1

| Inventory Current Strategies | Inventory Current Strategies Reflection |
|---|---|
| <p>Realtime and/or Genesis provides us with Attendance Tracking Software. Additionally, we use this data to prove incentives. Monthly attendance incentives for positive attendance rates.</p> | <p>The use of attendance software has been effective in identifying patterns of chronic absenteeism.</p> <p>The use of incentives has shown some positive results, with many students showing increased motivation to maintain good attendance. Challenges continue with students facing significant barriers that negatively affect their attendance.</p> |
| <p>Automatic call home when a student is absent. Personalized letters sent to the house addressing the student's repeated absences.</p> <p>Advertise on the school calendar events focused on student engagement and school spirit and continuously monitor student engagement and participation at events.</p> | <p>Automated phone calls are an effective strategy that helps reduce truancy rates.</p> <p>Advertising student engagement and school spirit events on the school calendar help create a vibrant and connected school community, potentially boosting attendance and participation.</p> |
| <p>Provide breakfast to all students on full and half-day schedules. When offered in the classroom, breakfast can be an opportunity to bond with the teacher and prepare students to be ready for class.</p> | <p>Students who eat breakfast at school attend an average of 1.5 more days of school every year. Providing breakfast to students has proven to be an effective attendance strategy, as it not only increases attendance rates but also fosters a positive teacher-student relationship and prepares students for a productive day of learning, promoting a conducive and supportive school environment.</p> |

In the cells below "Inventory Current Strategies", insert the names or descriptions of Tier 2/3 strategies currently utilized to encourage targeted groups of students or individual students to improve their attendance in school. In the cells below "Inventory Current Strategies Reflection", insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy addresses the specific barrier challenging the students' regular attendance, or if the strategy is not having the effects envisioned when first implemented.

Tier 2/3

Table 6: Corrective Action Plan Inventory of Current Strategies, Tier 2/3

| Inventory Current Strategies | Inventory Current Strategies Reflection |
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| <p>Develop student check-ins with teachers and guidance to determine if there is something keeping the student from attending school on a regular basis. Develop personal connections with students who are in danger of, or are currently, chronically absent.</p> | <p>Students will receive check-ins which are effective, particularly in students grades 5 – 8. Early education grade levels will need to include parents. Establishing personal connections with chronically absent students is a crucial step in addressing attendance challenges effectively. Through the establishment of trust and rapport with these students, educators can better understand the underlying reasons for their absenteeism and offer appropriate support and interventions.</p> |
| <p>Teacher phone calls home for chronic absenteeism. Teacher reporting chronic absenteeism to administration and truancy officer.</p> <p>Parent Engagement - Attendance Hearings take place with students/parents who are at risk for chronic absenteeism. Additionally, quarterly attendance notification letters go out to all parents. At Back to School Night each year we speak about the importance of good attendance.</p> | <p>Demonstration that staff cares about the well-being of students. Also, if there is a medical issue with the parent getting their child to school on time this can help to resolve the issue through open communication and understanding.</p> <p>While regular communication with parents has been useful in some cases, reaching out to all parents and ensuring their active involvement remains a challenge. There is a need for more targeted efforts for families with high absenteeism rates.</p> |
| <p>Conduct home visits for students who have excessive absences by the Attendance Officer.</p> <p>Develop attendance plans with families and students.</p> | <p>Implementing home visits for students with excessive absences demonstrates a strong commitment to understanding and addressing attendance challenges at the individual level. These visits can foster positive relationships with students and their families, helping to identify and resolve underlying issues that may contribute to chronic absenteeism. In some cases, bringing students to court or involving DCPP has helped rectify the situation.</p> <p>Attendance officer is shared among schools.</p> <p>Developing attendance plans in collaboration with families and students</p> |

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| | ensures a tailored and holistic approach to addressing attendance concerns. By involving all stakeholders, this strategy promotes a shared sense of responsibility, ownership, and commitment to improving attendance, leading to increased accountability, support, and ultimately, positive changes in student attendance patterns. |
| Refer students with chronic absenteeism rates to the MTSS Committee and Truancy Officer. | Students suffering from poor attendance will benefit from receiving resources and services through the MTSS Committee and Truancy Officer. |



Identified Areas for Improvement

Factors Contributing Towards Chronic Absenteeism

Please review Section 4: Three Steps for Assessing System Needs.

After collecting and analyzing the data collected earlier in the CAP's development, use the information to memorialize areas identified for improvement and identify the school level data used to inform these conclusions.

Table 7: Corrective Action Plan Identified Areas for Improvement, Factors contributing towards Chronic Absenteeism

| Area No. | Area Identified for Improvement | What school level data prioritizes this area as needing improvement? |
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| 1 | Providing a learning environment for students to excel. | <p>School level data that prioritizes this area as needing improvement consists of chronic absenteeism rates. Students cannot excel when they are not present in school. Incorporating opportunities for students to excel can have a direct correlation to increasing attendance rates.</p> <p>Through G&T identification differentiated instruction can be provided for students to excel in their learning environment. Differentiate instruction to cater to individual student's needs, allowing each student to progress at their own pace.</p> <p>Integrating technology into the learning process to enhance teaching and provide students with new ways to explore subjects, collaborate, and present their work contributes to the students excelling in their learning environment.</p> <p>Provide professional development to teachers so they can be well-trained, passionate, and caring professionals who inspire students to excel in their learning environment.</p> |

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| 2 | Increase pride in being a member of the Philip G Vroom Community School's enrollment. | <p>School-level data that prioritizes this area as needing improvement consists of analyzing chronic absenteeism rates.</p> <p>Increase recognition and celebration of student achievements.</p> <p>Increase school spirit by wearing school colors, publicizing positive experiences, and increasing participation in school-related activities. Demonstrating pride outwardly can reinforce your emotional connection with Vroom School.</p> |
| 3 | Incorporate parents in the decision-making process. | <p>School-level data that prioritizes this area as needing improvement consists of a lack of previous parent involvement. Last year we solicited to find members to form a new PTA executive board and they received training at the end of the school year. We will encourage parents to join the PTA and work collaboratively together to become stronger. These groups can provide a platform for parents to actively participate in decision-making processes.</p> <p>Enhance parent communication. Communicate with parents about upcoming decisions and their importance. Use various channels such as emails, parent-teacher conferences, and social media to keep them informed.</p> <p>Conduct surveys to gather parents' opinions and preferences on important matters. This could be done through online surveys, questionnaires, or even in-person meetings.</p> |

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| 4 | Focus on safety and security for students to strengthen that Vroom School is the school where the parents want their child/ren to attend. | <p>School-level data that prioritizes this area as needing improvement consists of reviewing incident reports, disciplinary actions, suspension reports, and bullying reports.</p> <p>Anti-bullying initiatives and ensuring a safe school environment to encourage attendance.</p> <p>Continue implementation of stronger Code of Conduct violations.</p> |
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Data-Informed Strategies to Address Student Absenteeism



Please review Appendix B: Tier 1 and Tier 2/Tier 3. Populate the table below with proposed strategies to address the needs identified in Table 7.

Table 8: Corrective Action Plan Identified Areas for Improvement, Action Items

| Tier | Data-Driven Strategies | Problem-Solving Team Member(s) | Completion Date |
|--|---|--|-----------------|
| <p style="text-align: center;">1 Universal</p> | <p>Strategy Description: Teachers should use lessons that connect to the students’ lives, community and identity to give a student a sense of belonging to the school community. Offer incentives to help combat barriers that prevent students from coming to school. Determine motivating factors and utilize them as incentives.</p> <p>Anticipated Outcome: Students who are more engaged in their learning activities are more likely to attend school.</p> | <p>Name(s): Stacey Janeczko, Stefanie Tych & Homeroom Teachers</p> <p>Title(s): Administration and Homeroom Teachers</p> | <p>9/2024</p> |
| <p style="text-align: center;">1 Universal</p> | <p>Strategy Description: Make attendance an item for discussion at all school events including back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.</p> <p>Anticipated Outcome: By making attendance an item for discussion at all school events, stakeholders will gain a heightened awareness of its importance, leading to increased parental involvement, improved communication, and a collaborative effort to support students' regular attendance, resulting in a measurable reduction in overall absenteeism rates.</p> | <p>Name(s): Stacey Janeczko, Stefanie Tych & Homeroom Teachers</p> <p>Title(s): Administration and Homeroom Teachers</p> | <p>9/2024</p> |

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| <p>2 Small Group</p> | <p>Strategy Description: Make personal calls to families of at-risk students if a student is absent 2 or more days in a month. Continue to send out quarterly attendance notification letters that indicate the percentage of the school year missed.</p> <p>Anticipated Outcome: Making personal calls to families of at-risk students when they are absent 2 or more days in a month will foster a strong school-home partnership, resulting in increased parental awareness of attendance issues and potential barriers. This proactive outreach is expected to lead to a reduction in chronic absenteeism, as families will feel supported and encouraged to address attendance challenges promptly, ultimately resulting in improved student attendance and academic performance.</p> | <p>Name(s): Stacey Janeczko, Stefanie Tych, & Homeroom Teachers</p> <p>Title(s): Administration, Assistant Principal and Homeroom Teachers</p> | <p>9/2024</p> |
| <p>3 Individualized</p> | <p>Strategy Description: Refer students for additional support and evaluation as needed. For instance, if a student is dealing with anxiety, a school support person such as a social worker, mentor, counselor or psychologist may be able to assist the student or suggest outside resources to parents that they may utilize.</p> <p>Anticipated Outcome: By referring students for additional support and evaluation as needed, the school can provide targeted assistance to address underlying issues affecting attendance, such as anxiety or other mental health concerns. This proactive approach is expected to result in improved emotional well-being, increased coping skills, and a more conducive learning environment, leading to enhanced attendance rates, academic performance, and overall student success.</p> | <p>Name(s): Stacey Janeczko, Stefanie Tych, Homeroom Teachers, I&RS Committee, Truancy Officer</p> <p>Title(s): Administration, Teachers and Support Staff</p> | <p>9/2024</p> |