Washington Community School: Corrective Action Plan (CAP) for Addressing Chronic Absenteeism 2023-2024

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

District Name	Bayonne
Principal Name & School Name	George Becker / Washington Community School
Date Presented to the Board of Education	August 2023
Grade Levels	K-8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Principal / Asst. Principal / Counselors / Teachers / Attendance Officer
Start Date of CAP	September 2023

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 Sample

Chronic Attendance Early Warning System Data Source	Prior year attendance data % of students Chronically Absent			Notes
2020-2021 Chronic Absenteeism Rates	Gr. K – 3% Gr. 1 – 10% Gr. 2 – 12%	Gr. 3 – 4% Gr. 4 – 8% Gr. 5 – 3%	Gr. 6 – 6% Gr. 7 – 13% Gr. 8 – 8%	The majority of the 2020-2021 school year was spent using a virtual format. As a result, the attendance statistics from that year are not a good indicator in regards to attendance rates.
2021-2022 Chronic Absenteeism Rates	Gr. K – 26% Gr. 1 – 22% Gr. 2 – 15%	Gr. 3 – 15% Gr. 4 – 16% Gr. 5 – 14%	Gr. 6 – 13% Gr. 7 – 17% Gr. 8 – 20%	Overall, attendance declined from the pre-Covid 2019-2020 school year. Many parents and guardians were still reluctant to send their children to school when the building reopened, which likely impacted the statistics.
2022-2023 Chronic Absenteeism Rates	Gr. K – 42% Gr. 1 – 27% Gr. 2 – 29%	Gr. 3 – 28% Gr. 4 – 18% Gr. 5 – 26%	Gr. 6 – 16% Gr. 7 – 33% Gr. 8 – 30%	Attendance rates dropped in every grade level from the prior year, dropping dramatically in several grade levels.

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
Economically Disadvantaged Students (Receiving Free / Reduced Price Lunch)	Link-It Data System	High – Gr. 2 – 84% of chronically absent students receive free or reduced lunch Low – Gr. 3 – 43% of chronically absent students receive free or reduced lunch	The data shows that economically disadvantaged students in all grade levels tend to have a lower attendance rate. For example, 84% of our chronically absent 2nd graders receive free or reduced lunch, while 59% of our 2nd graders with a moderate attendance rate qualify to receive free or reduced lunch.
Early Childhood Students (K-3) (Relying on parents/guardians to bring them to school)	Link-It Data System	Gr. K rates increased by 33% since 2019-2020 Gr. 1 rates increased by 15% since 2019-2020 Gr. 2 rates increased by 9% since 2019-2020 Gr. 3 rates increased by 21% since 2019-2020	The data shows that attendance rates for early childhood students in grades K-3 are on a steady decline. The majority of K-3 students rely on their parents/guardians to bring them to school on a daily basis. Therefore, parents/guardians need to be held accountable in order to reverse the trend.
Students Receiving Accommodations / Supplemental Supports (IEP / 504 / Title I / BSI / LEP)	Link-It Data System	High – Gr. 1 – 79% of chronically absent students receive accommodations and/or supplemental supports Low – Gr. 6 – 44% of chronically absent students receive accommodations and/or supplemental supports	The data shows that students receiving accommodations and/or supplemental supports in all grade levels tend to have a lower attendance rate. CST case managers, 504 counselors, Title I interventionists, Basic Skills coaches, and LEP teachers should be more involved in monitoring trends for identified students to help improve attendance rates.

- 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
46	My child is safe going to and from school.	81% - Agree / Strongly Agree
46	My child feels safe at school.	77% - Agree / Strongly Agree
46	School staff encourages students to respect each other's differences – gender, race, culture, etc.	72% - Agree / Strongly Agree
46	Overall, I am satisfied with my child's school.	77% - Agree / Strongly 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
District-wide newsletter distributed in September (in English, Spanish, and Arabic) explaining the importance of consistent attendance.	Making the newsletter available in multiple languages has improved communication with students and families.
Free breakfast is provided daily to all students district-wide.	Providing free breakfast has proven to be a motivating factor for economically disadvantaged students, some of which would not otherwise eat breakfast.
Back to School Night presentation to parents/guardians explaining the importance of consistent attendance.	Parents/guardians that take the time to attend Back to School Night are usually more involved in their child's education, and therefore their children usually attend school regularly. We need to find ways to get through to the parents/guardians that are less involved and do not prioritize consistent attendance.

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
Consistently run attendance reports and check in with parents/guardians of at-risk students	Parents/guardians of chronically absent students are sometimes difficult to contact. We will begin getting the Attendance Officer involved sooner when necessary.
Grade/age level specific programs/incentives for consistent attendance	Motivating students to come to school is only one part of the equation. Many students, specifically younger students, rely on parents/guardians to get them to school. We need to find avenues to further engage those parents/guardians.
Enlisting additional staff to help monitor and address chronic absenteeism for identified students	Students with disabilities and students receiving supplemental services sometimes get overlooked when it comes to their attendance rate. Staff members that work closely with those students will be enlisted to contact parents and help improve attendance for that student population.

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?
1	Grade K-3 attendance for Economically Disadvantaged students	2022-2023 Chronic Absentee Percentages Gr. K – 74% / Gr. 1 – 63% / Gr. 2 – 84% / Gr. 3 – 43%
2	Grade K-3 attendance overall – all students	2022-2023 Chronic Absentee Percentages Gr. K – 42% / Gr. 1 – 27% / Gr. 2 – 29% / Gr. 3 – 28%
3	Grade K-3 attendance for students receiving accommodations / supplemental support: IEP, 504, Title I, BSI, LEP	2022-2023 Chronic Absentee Percentages Gr. K – 59% / Gr. 1 – 79% / Gr. 2 – 47% / Gr. 3 – 56%
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Data-Informed Strategies to Address Student Absenteeism   Beginning

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
1 Universal	Strategy Description: Attendance presentations specifically geared towards parents/guardians of K-3 students Anticipated Outcome: Improved attendance	Principal Asst. Principal Counselors Teachers Teacher Assistants	06/30/24
1 Universal	Strategy Description: Fun and engaging programs/contests/incentives specifically geared towards K-3 students Anticipated Outcome: Improved attendance	Principal Asst. Principal Counselors Teachers Teacher Assistants	06/30/24
2 Small Group	Strategy Description: Recruiting CST case managers, 504 counselors, Title I interventionists, Basic Skills coaches, and LEP teachers to help monitor attendance for select students and maintain dialogue with those parents Anticipated Outcome: Improved attendance	CST Case Managers 504 Counselors Title I Interventionists Basic Skills Coaches Reading Specialists LEP Teachers	06/30/24
3 Individualized	Strategy Description: Individual phone calls, emails, meetings, house visits, truancy complaints Anticipated Outcome: Improved attendance	Teachers Counselors Principal Asst. Principal Attendance Officer	06/30/24

Interim Review of CAP Progress

Progress Summary

This table should be completed midway through the school year to examine whether the strategies included in table 7 are having the intended impact on a school's chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they are being implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students' absenteeism.

Table 9: Interim Progress Summary

Tier	Data-Driven Strategies	Data-Driven Strategies	Date
1 Universal	Fill in here	Fill in here	mm/dd/yy
2 Small Group	Fill in here	Fill in here	mm/dd/yy
2 Small Group	Fill in here	Fill in here	mm/dd/yy
3 Individualized	Fill in here	Fill in here	mm/dd/yy

Percent of population currently Chronically Absent: _____ Date: _____

Summative Review of CAP Progress

Beginning > In Progress > Complete

This table should be completed at the end of the school year to examine whether the strategies included in table 7 are having the intended impact on a school's chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they were implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students' absenteeism in the upcoming school year.

Table 10: Summative Progress Summary

Tier	Data-Driven Strategies	Outcome Met Y/N	Completion Date	If outcome not met, % of students receiving intervention that remain CA
1 Universal	Fill in here	Y/N	mm/dd/yy	%
2 Small Group	Fill in here	Y/N	mm/dd/yy	%
2 Small Group	Fill in here	Y/N	mm/dd/yy	%
3 Individualized	Fill in here	Y/N	mm/dd/yy	%

Percent of population currently Chronically Absent: _____ Date: _____