

Bayonne Alternative High School: Corrective Action Plan (CAP) Template 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 Board of Education
Principal Name & School Name	Richard Baccarella
Date Presented to the Board of Education	July 31, 2023
Grade Levels	9-12
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	TBD(Attendance Committee)
Start Date of CAP	September 7, 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
2021-2022 District Attendance System- Realtime Chronic Absenteeism Data Reports	89% 9th Graders 89% 12th Graders	Data shows that 82% of our student population in grades 9 & 12 have been chronically absent within 15 days or more by the close of the year.

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 9	District Attendance System-Realtime Chronic Absenteeism Data Reports	over 15 days absent	Grade 9 students have demonstrated a high rate of chronic absenteeism.
Grade 12	District Attendance System-Realtime Chronic Absenteeism Data Reports	over 15 days absent	Grade 12 students have demonstrated a higher rate of chronic absenteeism, exhibiting at the same percentage as Grade 9.

- 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 them 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
1 out of 5	Students do not feel safe at school.	16.7 %
2 out of 5	Teacher and student relationships are not evident. (i.e. Student Engagement)	33.3%
1 out of 5	Lines of communication between parents and school are lacking.	16.7%
1 out of 5	Parents feel that they are not included in school decision making.	16.7%

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
Automatic call home when student is absent (Realtime Data System)	Parents communicate with the school to notify the reason for absence.
Truancy officer is notified and conducts a wellness visit.	Plan of action is in place for those students who exhibited chronic absenteeism (i.e. home instruction due to medical reasons).
Partnerships with local police to ensure student safety.	Creating a safe environment for all stakeholders.

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
Strategy Planned for 2023-2024: Parents, and guardians of Bayonne Alternative High School will receive, review, and sign an attendance policy contract.	Communicating with all stakeholders the school's attendance policy and setting high expectations for student attendance.
Strategy Planned for 2023-2024: All BAHS students will be enrolled in a SEL program (i.e., Building Decision Making Skills). 100% of teachers will have reviewed and planned curriculum instruction for intervention. 100% of teachers will input a pacing guide for the curriculum into the Schoology Platform.	Students will be required to complete Social, Emotional and Learning Curriculum to improve on school attendance and decision making skills. Teachers will review and implement the curriculum to improve attendance rates.
Strategy Planned for 2023-2024: Students who have been absent 4 or more days within a 45 day Marking Period will meet with a Project Support Counselor.	Students will meet with Project Support Counselor to discuss reasoning behind absences and create a plan of action.



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	Students do not feel safe at school.	School-wide Parent Survey
2	Teacher and student relationships are not evident. (i.e. Student Engagement)	School-wide Parent Survey
3	Lines of communication between parents and school are lacking.	School-wide Parent Survey
4	Parents feel that they are not included in school decision making.	School-wide Parent Survey

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
<p style="text-align: center;">1 Universal</p>	<p>Strategy Description: Parents, and guardians of Bayonne Alternative High School will receive, review, and sign an attendance policy contract.</p> <p>Anticipated Outcome: Communicating with all stakeholders the school's attendance policy and setting high expectations for student attendance will decrease chronic absences.</p>	<p>Name(s): TBD (Attendance Committee)</p> <p>Title(s): Administrator, School Guidance Counselor, Teacher(s), and Parent Liaison</p>	<p>11/15/23</p>
<p style="text-align: center;">1 Universal</p>	<p>Strategy Description: All BAHS students will be enrolled in a SEL program (i.e., Building Decision Making Skills). 100% of teachers will have reviewed and planned curriculum instruction for intervention. 100% of teachers will input pacing guide for curriculum into Schoology Platform.</p> <p>Anticipated Outcome: Students will be required to complete Social, Emotional and Learning Curriculum to improve on school attendance and decision making skills. Teachers will review and implement the curriculum to improve attendance rates.</p>	<p>Name(s): TBD (Attendance Committee)</p> <p>Title(s): Administrator, School Guidance Counselor, Teacher(s), and Parent Liaison</p>	<p>11/15/23</p>

<p style="text-align: center;">2 Small Group</p>	<p>Strategy Description: Students who have been absent 4 or more days within a 45 day Marking Period will meet with a Project Support Counselor.</p> <p>Anticipated Outcome: Students will meet with Project Support Counselor to discuss reasoning behind absences and create a plan of action.</p>	<p>Name(s): Ms. Monique Bullock and Ms. Deveney Zebrowski</p> <p>Title(s): Assistant Principal and Project Support Counselor</p>	<p>11/15/23</p>
<p style="text-align: center;">3 Individualized</p>	<p>Strategy Description: 100% of student's exceeding 11 or more school absences will be scheduled for an attendance hearing with the BAHS committee. Parent/guardian and student will be required to attend an in-person/virtual hearing with administrator and guidance counselor. An individualized student plan will be created while the student remains on a probationary period.</p> <p>Anticipated Outcome: Students will adhere to individualized plans and make the necessary improvements to comply with school district attendance policy.</p>	<p>Name(s): Ms. Monique Bullock and designated School Counselor (as per grade level).</p> <p>Title(s): Assistant Principal and School Counselor</p>	<p>04/15/24</p>

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



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: _____