

# BAYONNE ALTERNATIVE HIGH SCHOOL: Corrective Action Plan (CAP)

## 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**

District Name	Bayonne Board of Education
Principal Name & School Name	Dr. Michael B. Pierson / Bayonne Alternative High School
Date Presented to the Board of Education	August 20, 2024
Grade Levels	9-12
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Name(s): Michael Vasquez, Edith Kuczynski, Barbara Dimajo, Andrea Mantone, Angeline Hayes, Keirstin Lasher, Michael Pierson, Lori McGuckin  Title(s): Administrators, House Secretaries, CST, Guidance Counselors, Teachers
Start Date of CAP	September 3, 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 Sample**

Chronic Attendance Early Warning System Data Source	Prior year attendance data % of students Chronically Absent	Notes
2022-2023 District Attendance System- Realtime Chronic Absenteeism Data Reports	90.1% 9th graders 88% of 10th graders 91.8% 11th graders 93.7 12th graders	The percentage of students shows students who have been absent 10% or more of the days they have been enrolled in the district.
2023-2024 District Attendance System- Realtime Chronic Absenteeism Data Reports	100% 9th graders 91.30% 10th graders 92.06% 11th graders 85.14% 12th graders	The percentage of students shows students who have been absent 10% or more of the days they have been enrolled in the district.

**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 with 100% of students being absent 10% or more days. This is an increase from 22-23 school year with chronic absenteeism at 90.1% for 9th graders.

- 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	33.3%
1 out of 5	Lines of communication between parents and school is lacking	16.7%
1 out of 5	Parents feel that they are not included in school decision making	16.7%

*\*\*Data should be reviewed / interpreted with caution due to overall low sample size of families that responded to the survey, data may not be generalizable to the student population as a whole\*\**

# 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).
Partnership 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
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 from the start for student attendance.
All BAHS students will be enrolled in a SEL program. Teachers will have reviewed and planned curriculum instruction for intervention, and will input a pacing guide for the curriculum in Schoology.	Students will be required to complete a Social Emotional Learning curriculum to improve on school attendance and decision making skills. Teachers will review and implement the curriculum to improve attendance rates.
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.
Attendance Hearing	Attendance Hearing provide an opportunity to address attendance concerns and outcomes

## Identified Areas for Improvement



Beginning

### 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	School-wide Parent Survey
3	Lines of communication between parents and school is 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
1 Universal	<p>Strategy Description: Data Committee</p> <p>Anticipated Outcome: Data Committee will collect data and monitor student attendance to identify students, who are at risk for chronic absenteeism. Committee members will coordinate attendance meetings with stakeholders to address and support the student at hand.</p>	<p>Name(s): Michael Vasquez, Edith Kuczynski, Barbara Dimajo, Andrea Mantone, Angeline Hayes, Keirstin Lasher, Michael Pierson, Lori McGuckin</p> <p>Title(s): Administrators, House Secretaries, CST, Guidance Counselors, Teachers</p>	11/15/24
1 Universal	<p>Strategy Description: Attendance Policy Contract</p> <p>Anticipated Outcome: The parents and students will be made aware through a multitude of sources the expectations of the attendance policy to decrease chronic absenteeism.</p>	<p>Name(s): Michael Vasquez, Edith Kuczynski, Barbara Dimajo, Andrea Mantone, Angeline Hayes, Keirstin Lasher, Michael Pierson, Lori McGuckin</p> <p>Title(s): Administrators, House Secretaries, CST, Guidance Counselors, Teachers</p>	11/15/24
1 Universal	<p>Strategy Description: SEL Program - Building Decision Making Skills</p> <p>Anticipated Outcome: Students will take part in a program designed to help improve decision making skills and promote the importance of school attendance.</p>	<p>Name(s): Michael Vasquez, Edith Kuczynski, Barbara Dimajo, Andrea Mantone, Angeline Hayes, Keirstin Lasher, Michael Pierson, Lori McGuckin</p> <p>Title(s): Administrators, House Secretaries, CST, Guidance Counselors, Teachers</p>	11/15/24

<p>2 Small Group</p>	<p>Strategy Description: Project Support Meetings / Support</p> <p>Anticipated Outcome: By making personal calls to families, setting up meetings with a counselor, and or a vice principal with the individual students, and providing personal recognition for improved attendance will create a positive school connection for at-risk students.</p>	<p>Name(s):Michael Vasquez, Edith Kuczynski, Barbara Dimajo, Andrea Mantone, Angeline Hayes, Keirstin Lasher, Michael Pierson, Lori McGuckin</p> <p>Title(s): Administrators, House Secretaries, CST, Guidance Counselors, Teachers</p>	<p>11/15/24</p>
<p>3 Individualized</p>	<p>Strategy Description: Attendance Hearings</p> <p>Anticipated Outcome: By scheduling attendance hearings for students who have exceeded 11 days of absence with parent and student present, and the development of an individualized student plan, it is the hope that students will adhere to the plan to make necessary improvements to apply with the policy.</p>	<p>Name(s):Michael Vasquez, Edith Kuczynski, Barbara Dimajo, Andrea Mantone, Angeline Hayes, Keirstin Lasher, Michael Pierson, Lori McGuckin</p> <p>Title(s): Administrators, House Secretaries, CST, Guidance Counselors, Teachers</p>	<p>11/15/24</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			mm/dd/yy
2 Small Group			mm/dd/yy
2 Small Group			mm/dd/yy
3 Individualized			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: \_\_\_\_\_