

BAYONNE 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	Keith J. Makowski and Bayonne 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)	Keith J. Makowski (Principal) John Rickard, Eric Ryan, Lyndia Hayes, Lecia Nichols, John Calcaterra, and Frank Blunda (Assistant Principals) Lisa Nardini Ogbin, Janet Koslow, Tracy Matos, Barbara Apfelbaum, Mary Melin, and Helene Kapica (House Secretaries) Dan Ward and Tom Jacobson(Directors)
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	23% 9th graders 25% 10th graders 21% 11th graders 25% 12 graders	Data shows for 2022-2023, there is an improvement with 9th graders from 2021-2022 data. The percentage of students shows are students who have been absent 15 days or more by the end of the school year.
2023-2024 District Attendance System- Realtime Chronic Absenteeism Data Reports	24% 9th graders 28% 10th graders 26% 11th graders 27% 12th graders	The percentage of students shows are students who have been absent 15 days or more by the end of the school year. These percentages have slightly risen from 2022-23 to 2023-24.

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
Schoolwide-Students with Disabilities 2022-2023	District Attendance System-Realtime Chronic Absenteeism Data Reports	over 15 days absent	Students with disabilities demonstrated a chronic absenteeism rate of 38% compared to 2021-2022, which was 42%.
Schoolwide-Students with Disabilities 2023-2024	District Attendance System-Realtime Chronic Absenteeism Data Reports	over 15 days absent	Students with disabilities demonstrated a chronic absenteeism rate of 40% compared to 2021-2022, which was 42%.

- 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
18 out of 172	My child feels safe at school.	10.5% strongly disagree
54 out of 172	Students at my child's school are well-behaved.	31.89% strongly disagree
31 out of 172	Students at my child's school respect their teachers.	18.1% strongly disagree
20 out of 172	The rules for student conduct are consistently enforced at my child's school.	11.7 strongly disagree

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.
Strategy Planned for 2024-2025: Parents, and guardians of Bayonne High School will receive, review, and sign an updated student policy handbook highlighting the attendance policy.	Continued communication with all stakeholders regarding the school's attendance policy and setting high expectations for student 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
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.
Referral to the student center to ensure social-emotional safety of student	Provides students with a connection to mental health counselors and academic counselors to create a safe environment
Attendance Hearing	Attendance Hearing provide an opportunity to address attendance concerns and outcomes



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	My child feels safe at school	School-wide Parent Survey
2	Students at my child's school are well-behaved.	School-wide Parent Survey
3	Students at my child's school respect their teachers	School-wide Parent Survey
4	The rules for student conduct are consistently enforced at my child's school	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>1 Universal</p>	<p>Strategy Description: Attendance Committee</p> <p>Anticipated Outcome: Attendance 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): Keith J. Makowski (Principal) John Rickard, Eric Ryan, Lyndia Hayes, Lecia Nichols, John Calcaterra, and Frank Blunda (Assistant Principals)</p> <p>Lisa Nardini Ogbin, Janet Koslow, Tracy Matos, Barbara Apfelbaum, Mary Melin, and Helene Kapica (House Secretaries)</p> <p>Dan Ward and Tom Jacobson (Directors)</p> <p>Title(s): Administrators, House Secretaries and Directors</p>	<p>11/15/24</p>
<p>1 Universal</p>	<p>Strategy Description: Clarify Attendance Expectations</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): Keith J. Makowski (Principal) John Rickard, Eric Ryan, Lyndia Hayes, Lecia Nichols, John Calcaterra, and Frank Blunda (Assistant Principals)</p> <p>Lisa Nardini Ogbin, Janet Koslow, Tracy Matos, Barbara Apfelbaum, Mary Melin, and Helene Kapica (House Secretaries)</p> <p>Dan Ward and Tom Jacobson (Directors)</p> <p>Title(s): Administrators, House Secretaries and Directors</p>	<p>11/15/24</p>

<p style="text-align: center;">2 Small Group</p>	<p>Strategy Description: Develop personal connections with students who are in danger of, or are currently chronically absent</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): Keith J. Makowski (Principal) John Rickard, Eric Ryan, Lyndia Hayes, Lecia Nichols, John Calcaterra, and Frank Blunda (Assistant Principals) Lisa Nardini Ogbin, Janet Koslow, Tracy Matos, Barbara Apfelbaum, Mary Melin, and Helene Kapica (House Secretaries) Dan Ward and Tom Jacobson (Directors)</p> <p>Title(s): Administrators, House Secretaries and Directors</p>	<p>11/15/24</p>
<p style="text-align: center;">3 Individualized</p>	<p>Strategy Description: Refer the student and Parent/Guardian to outside agencies and legal intervention</p> <p>Anticipated Outcome: By making a referral for the student or the family for additional services, such as through PerformCare, Department of Children and Families Children's System of Care, or other needed services will provide appropriate resources to address school related barriers</p>	<p>Name(s): Keith J. Makowski (Principal) John Rickard, Eric Ryan, Lyndia Hayes, Lecia Nichols, John Calcaterra, and Frank Blunda (Assistant Principals) Lisa Nardini Ogbin, Janet Koslow, Tracy Matos, Barbara Apfelbaum, Mary Melin, and Helene Kapica (House Secretaries) Dan Ward and Tom Jacobson (Directors)</p> <p>Title(s): Administrators, House Secretaries and Directors</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: _____