

Horace Mann Community #6: 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 School District
Principal Name & School Name	Dr. Catherine Quinn & Horace Mann Community School
Date Presented to the Board of Education	August 23, 2023
Grade Levels	Pre-Kindergarten - Grade 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Dr. Catherine Quinn, Evan Wexler, Marisa Lombardi, Felicia Gustoso, Jennifer Tarantino, Jessica Miceli, Kirsten Mulroy, Cailey Kirby, Mike Fedrow, Carolyn Bowman, Brianna Drew
Start Date of CAP	September 6, 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
2022-2023 Grade K 2021-2022 Grade K 2020-2021 Grade K 2019-2020 Grade K 2018-2019 Grade K	41.67% 23.61% 5.95% 5.8% 22.37%	Historically our Kindergarten students demonstrated higher chronic absenteeism than other grade levels in our school. In the 2022-2023 school year, Chronic Absenteeism substantially worsened in Kindergarten.
2022-2023 Grade 7 2021-2022 Grade 7 2020-2021 Grade 7 2019-2020 Grade 7 2018-2019 Grade 7	23.19% 21.25% 18.18% 5.63% 11.11%	Historically our Grade 7 students demonstrated high rates of chronic absenteeism.
2022-2023 Grade 8 2021-2022 Grade 8 2020-2021 Grade 8 2019-2020 Grade 8 2018-2019 Grade 8	20.23% 28.07% 9.72% 7.02% 8.45%	Since we returned to in person instruction from COVID-19, Chronic Absenteeism substantially worsened in Grade 8.

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
Student 1, Grade 8 Student 2, Grade 7 Student 3, Grade 6	Student Data Management System	28 or less Days Absent	Suspensions and chronic illnesses contributed greatly to absences. Some parents indicated they believe in an in-home treatment plan and not taking their children to doctors.
Student 1, Grade 7 Student 2, Grade 6 Student 3, Grade 1	Student Data Management System	29-40 Days Absent	Doctor's Notes were submitted and a severe case of head lice noted
Student 1, Grade 8 Student 2, Grade Kindergarten Student 3, Grade 7	Student Data Management System	44-87 Days Absent	Attendance Officer took parents to Court and contacted DCPD

- 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
83	Lack of parent involvement in important school decisions	11%
83	Dissatisfied with Extra Curricular Activities	11%
83	Improve High Quality Homework Assignments	9.8%
83	Improve Student Behavior	8.5%

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 provides us with Attendance Tracking Software. Additionally, we use this data to provide attendance incentives. Attendance Incentives such as Amazon Gift Card for perfect marking period attendance and keeping track of daily attendance challenge through the spelling of P-E-R-F-E-C-T A-T-T-E-N-D-A-N-C-E.. Each day that a class has perfect attendance, they receive a letter such as "P" and the first class to completely spell the words out receives a pizza party.</p>	<p>The use of attendance software has been effective in identifying patterns of chronic absenteeism. However, the challenge lies in addressing these issues promptly and effectively.</p> <p>The use of incentives has shown some positive results, with many students showing increased motivation to maintain good attendance. However it may not be as effective for students facing significant barriers to attendance.</p>
<p>Provide breakfast to students. Students who eat breakfast at school attend an average of 1.5 more days of school every year. When offered in the classroom, breakfast can be an opportunity to bond with the teacher and get kids ready for class.</p>	<p>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>
<p>Partnerships with local police to ensure safe corridors). For example, Horace Mann School has a Police Officer stationed during the school day.</p> <p>Advertise on the school calendar events focused on student engagement and school spirit and continuously monitor student engagement and participation at said events.</p>	<p>Establishing partnerships with local police to ensure safe corridors, such as having a Police Officer stationed during school hours, enhances the safety and security of students and staff, creating a conducive learning environment.</p> <p>Advertising student engagement and school spirit events on the school calendar helps create a vibrant and connected school community, potentially boosting attendance and participation.</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 Reflection
<p>Make home visits for students who have excessive absences by the Attendance Officer.</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 DCPD have helped rectify the situation.</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>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>Develop attendance plans with families and students.</p>	<p>Developing attendance plans in collaboration with families and students 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.</p>
<p>Develop personal connections with students who are in danger of, or are currently, chronically absent.</p>	<p>Establishing personal connections with chronically absent students is a crucial step in addressing attendance challenges effectively. By building trust and rapport with these students, educators can better understand the underlying reasons for their absenteeism and offer appropriate support and interventions.</p>



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	Parent involvement in important school decisions	Student Management System and Climate & Culture Survey
2	Develop and implement quality extracurricular activities	Student Management System and Climate & Culture Survey
3	Provide high quality homework assignments	Student Management System and Climate & Culture Survey
4	Improve student behavior	Student Management System and Climate & Culture 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: 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): Dr. Quinn, Mr. Wexler & Homeroom Teachers</p> <p>Title(s): Principal, Vice Principal and Homeroom Teachers</p>	<p>September, 2023</p>
<p style="text-align: center;">1 Universal</p>	<p>Strategy Description: Establish a schedule for teams to regularly review, address, and assess student attendance at the student, classroom and school level.</p> <p>Anticipated Outcome: Establishing a schedule for regular attendance reviews at the student, classroom, and school level will facilitate timely identification of attendance patterns and concerns, enabling targeted interventions and support for at-risk students. This proactive approach is expected to lead to a significant increase in overall attendance rates, improved student engagement, and a positive impact on academic achievement across all levels.</p>	<p>Name(s): Dr. Quinn, Mr. Wexler, Kara Nitkowski, Cailey Kirby, Jessica Miceli, Dr. Jamie Smith, Marisa Lombardi, Felicia Gustoso, Mike Fedrow</p> <p>Title(s): Principal, Vice Principal and Attendance Committee</p>	<p>September, 2023</p>

<p style="text-align: center;">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): Dr. Quinn, Mr. Wexler, Mike Fedrow, Jessica Miceli Homeroom Teachers</p> <p>Title(s): Principal, Vice Principal, Attendance Officer, Nurse and Homeroom Teachers</p>	<p>June 2024</p>
<p style="text-align: center;">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) Dr. Quinn, Evan Wexler, Jessica Miceli, Cailey Kirby, Kara Nitkowski, Brianna Drew, Kayla Rowan, Child Study Team, Michael Fedrow , Homeroom Teachers</p> <p>Title(s): Principal, Vice Principal, School Nurse, School Counselors, Student Assistance Counselor, Project Support, Child Study Team, Attendance Officer and Homeroom Teachers</p>	<p>June 2024</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: _____