

HENRY E HARRIS COMMUNITY SCHOOL:

Corrective Action Plan (CAP) for Addressing 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	Maria Kazimir Henry E. Harris Community School
Date Presented to the Board of Education	August 20, 2024
Grade Levels	K through 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Maria Kazimir, Luisa Jaros, Kaitlyn Ballance, Kaylee Higgins, Christina Myers, Brittany Skupien, R.N., Debbie Baran, Attendance Officer
Start Date of CAP	September 4, 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
2023 - 2024 Gr. K 2023 - 2024 Gr. 1 2023 - 2024 Gr. 2	13.21% 25.00% 20.00%	Our early childhood students demonstrated the lowest chronic absenteeism than other grade levels in our school.
2023 - 2024 Gr. 3 2023 - 2024 Gr. 4 2023 - 2024 Gr. 5	21.05% 26.47% 15.19%	The middle grades average the highest chronic absenteeism in the entire school.
2023 - 2024 Gr. 6 2023 - 2024 Gr. 7 2023 - 2024 Gr. 8	20.00% 21.31% 15.38%	The upper grades have high chronic absenteeism. This could be attributed to more suspensions than in the other two clusters.

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 K	Student Data Management System	51 Absences	Absences were significantly impacted by chronic illnesses. Medical documentation was provided.
Student 2, Grade 1	Student Data Management System	46 Absences	DCPP was contacted, and the parent was taken to court by the attendance officer several times throughout the school year.
Student 3, Grade 8	Student Data Management System	57 Absences	Student underwent brain surgery in 2018. Continues to suffer from chronic headaches and ailments. Medical documentation provided.

- 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
71 Responses	"I am actively involved with my child's school"	23% strongly disagree or disagree
71 Responses	"I am satisfied with the extracurricular activities at my child's school"	32% strongly disagree or disagree
71 Responses	"My child has friends at school he or she can trust and talk to about problems"	25% strongly disagree or disagree
71 Responses	"It's ok to miss a few days of school each month"	25% strongly agree or 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
<p>Realtime offers us software for tracking attendance. We also utilize this information to provide attendance rewards. Monthly attendance incentives for positive attendance rates. Attendance Incentives such as recognition at awards ceremony 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 an extra period outside of fun and games.</p>	<p>A number of students have shown an increased drive to maintain good attendance as a result of the usage of incentives, which has produced some encouraging results.</p> <p>Software for tracking attendance has been useful in spotting trends of persistent absence.</p>
<p>Teacher/Guidance Counselor phone calls home for chronic absenteeism.</p>	<p>Demonstrating the staff's concern for the welfare of the students. Additionally, this can assist in resolving the issue if a parent's ability to get their child to school on time is hampered by a medical condition.</p>
<p>Provide breakfast to all students on full and half-day schedules. When offered in the classroom, breakfast can be an opportunity to bond with the teacher and prepare students to be ready for class.</p>	<p>Offering breakfast to students has been shown to be a successful attendance strategy since it not only boosts attendance rates but also assists children in getting ready for a productive day of learning and develops a strong teacher-student relationship, all of which contribute to a welcoming and encouraging learning environment at school.</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	Inventory Current Strategies Reflection
Build relationships with the students who are frequently absent or who might become so.	Forming relationships with persistently absent students is a vital first step in dealing with attendance issues successfully. Teachers can better grasp the underlying causes of these students' absence and provide the necessary support and solutions by developing trust and rapport with them.
Parental Participation - Attendance Hearings are held with parents and students who pose a danger of long-term absences. Parents also receive attendance notification letters once they have reached a certain number of absences. Every year at Back to School Night, we stress the value of regular attendance.	Even while maintaining contact with parents has been helpful in some situations, getting in contact with all parents and assuring their active participation is still difficult. More focused initiatives are required for households with high absence rates.
Together with the family of the students, create an attendance plan of action.	A customized and comprehensive approach to managing attendance difficulties is ensured by creating attendance plans in partnership with families and students. This technique fosters a shared feeling of ownership, responsibility, and commitment to improving attendance by incorporating all stakeholders. This encourages improved accountability, support, and eventually beneficial improvements in student attendance patterns.
Students who have a high rate of absences should have the Attendance Officer visit them at home. Request submitted to the Attendance Office as well as the Assistant Superintendent of Personnel requesting a new attendance officer to be assigned to HEH.	The use of home visits for students with a high rate of absences shows a strong commitment to comprehending and treating attendance issues individually. These interactions with kids and their families can assist in identifying and addressing underlying problems that may be a factor in chronic absence. In certain instances, contacting DCPP or taking students to court has helped to resolve the matter.



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	Develop greater confidence in being a Henry E. Harris Community School student.	<p>Analyzing HEH's chronic absenteeism rates, statistics is categorized as needing improvement in this area.</p> <p>Increased celebration of and acknowledgment of student accomplishments. Wearing the school colors, sharing encouraging stories, and increasing involvement in school-related events can all help to boost school spirit. Visible displays of pride can strengthen your bond with Henry E. Harris Community School.</p>
2	To reassure parents that Henry E. Harris is the school they want their children to attend, maintain an emphasis on student safety and security.	<p>Initiatives to tackle bullying and HIB, as well as creating a secure learning environment, are all ways to boost attendance.</p> <p>Implementation of more substantial penalties for Code of Conduct offenses.</p> <p>Reviewing cases, disciplinary measures, suspension reports, and HIB investigations are school-level data pointing to this area needing improvement.</p>
3	Creating an environment for learning where children can succeed.	<p>The percentage of chronic absenteeism at the school level is the primary source of information identifying this area as needing improvement. When students are absent from class, they cannot succeed. Adding opportunities for pupils to succeed may directly relate to higher attendance rates.</p> <p>Support teachers with ongoing PD so they can be skilled, enthusiastic,</p>

		<p>and compassionate professionals who motivate students to achieve their goals.</p> <p>Differentiated instruction to children to succeed in their learning environment using G&T identification. Differentiate instruction to meet the needs of each student, allowing them to advance at their rate.</p> <p>Students perform better in their learning environment when technology is integrated into the learning process to improve instruction and give students additional opportunities to investigate topics, collaborate, and show their work.</p>
4	Include parents in the decision-making process.	<p>Increasing parental involvement is one of the school-level indicators that this area needs development. We will entice parents to join the PTA and collaborate to grow stronger. Parents may be able to engage in decision-making through these groups actively.</p> <p>Improve parent-child interaction. Inform your parents of impending choices and their significance. Keep them updated through various methods, including emails, parent-teacher conferences, and social media.</p> <p>Having parents complete online surveys and join focus groups to learn about their choices and opinions on key issues in the HEH Community.</p>

Data-Informed Strategies to Address Student Absenteeism



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: Keep attendance the subject of conversation at all school functions, such as back-to-school night, parent conferences, and other opportunities to discuss objectives with various stakeholders.</p> <p>Anticipated Outcome: By ensuring attendance is a topic of conversation at all school functions, stakeholders will become more aware of its significance, resulting in increased parental involvement, improved collaboration, and a team effort to support students' regular attendance, which will lead to a measurable decline in absenteeism rates overall.</p>	<p>Name(s): Mrs. Kazimir, Mrs. Jaros, & Homeroom Teachers</p> <p>Title(s): Principal, Assistant Principal & HEH Homeroom Teachers</p>	<p>September, 2024</p>
<p style="text-align: center;">1 Universal</p>	<p>Strategy Description: Create a timetable for teams to examine, address, and evaluate student attendance on a regular basis at the student, classroom, and school levels.</p> <p>Anticipated Outcome: In order to provide targeted interventions and support for at-risk students, a timetable for routine attendance reviews at the student, classroom, and school levels shall be established. This will enable us to identify attendance patterns and issues in a timely manner. This preventive plan is anticipated to have a favorable effect on academic attainment at all levels, as well as an improvement in general attendance rates and student involvement.</p>	<p>Name(s): Mrs. Kazimir, Mrs. Jaros, & the Attendance Committee</p> <p>Title(s): Principal, Assistant Principal, and Attendance Committee</p>	<p>September, 2024</p>

<p style="text-align: center;">2 Small Group</p>	<p>Strategy Description: When a student misses two or more days of school in a month, call the households of at-risk students. Continue to send attendance letters notifying parents about the number of absences, along with a breakdown of the proportion of the school year missed.</p> <p>Anticipated Outcome: A strong school-home partnership will be created by personally calling the families of at-risk students when they miss two or more days in a given month. This will raise parental awareness of attendance challenges and potential hurdles. With families feeling supported and motivated to address attendance issues right away, this proactive approach is projected to reduce chronic absenteeism, resulting in increased student attendance and academic achievement.</p>	<p>Name(s): Mrs. Kazimir, Mrs. Jaros, School Nurse, Attendance Officer & Homeroom Teachers</p> <p>Title(s): Principal, Assistant Principal, Nurse, Attendance Officer & HEH Homeroom Teachers</p>	<p>June 2025</p>
<p style="text-align: center;">3 Individualized</p>	<p>Strategy Description: Students can be sent for further assistance or an evaluation when needed. If a student is struggling with anxiety, for instance, an educational advocate like a social worker, mentor, counselor, or psychologist could help the student or offer outside services to parents that they may use.</p> <p>Anticipated Outcome: The school can offer focused assistance to address underlying issues influencing attendance, such as anxiety or other mental health difficulties, by referring students for additional care and evaluation. This proactive strategy is anticipated to promote mental health, boost coping skills, and create a more supportive learning environment, which will improve attendance rates, academic performance, and overall student achievement.</p>	<p>Name(s): Mrs. Kazimir, Mrs. Jaros, School Nurse, Kaitlyn Ballance, Student Assistance Counselor, Project Support, Child Study Team, Attendance Officer and HEH Homeroom Teachers</p> <p>Title(s): Principal, Assistant Principal, School Nurse, School Counselors, Student Assistance Counselor, Project Support, Child Study Team, Attendance Officer and HEH Homeroom Teachers</p>	<p>June 2025</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: _____