Mary J. Donohoe Community 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 School District
Principal Name & School Name	Philip J. Baccarella Mary J. Donohoe Community School
Date Presented to the Board of Education	August 23, 2023
Grade Levels	Pre K - 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Philip J. Baccarella, Marissa Wade, Danielle Regan, Jessica Sosa, Daniella Barquet, Amanda Shenkman
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
2018-2019 Grade K Chronic Absenteeism 2019-2020 Grade K Chronic Absenteeism 2020-2021 Grade K Chronic Absenteeism 2021-2022 Grade K Chronic Absenteeism 2022-2023 Grade K Chronic Absenteeism	12% 7% 12% 30% 38%	In 18-19 attendance was below the state average In 21-22 attendance was above the state average and significantly increased during the 22-23 school year. Kindergarten students typically have a higher absent rate due to illness and other reasons.
2018-2019 Grade 1 Chronic Absenteeism 2019-2020 Grade 1 Chronic Absenteeism 2020-2021 Grade 1 Chronic Absenteeism 2021-2022 Grade 1 Chronic Absenteeism 2022-2023 Grade 1 Chronic Absenteeism	10% 2% 12% 20% 30%	In 18-19 attendance was at the state average and in 21-22 attendance was above state average. Absenteeism increased during the 22-23 school year. Lower grades typically have a higher absent rate.
2018-2019 Grade 2 Chronic Absenteeism 2019-2020 Grade 2 Chronic Absenteeism 2020-2021 Grade 2 Chronic Absenteeism 2021-2022 Grade 2 Chronic Absenteeism 2022-2023 Grade 2 Chronic Absenteeism	5% 4% 9% 31% 24%	In 18-19 attendance was below state average and in 21-22 attendance was above state average. Absenteeism decreased during the 22-23 school year. Lower grades typically have a higher absent rate.
2018-2019 Grade 3 Chronic Absenteeism 2019-2020 Grade 3 Chronic Absenteeism 2020-2021 Grade 3 Chronic Absenteeism 2021-2022 Grade 3 Chronic Absenteeism 2022-2023 Grade 3 Chronic Absenteeism	11% 0% 10% 15% 27%	In 18-19 attendance was above state average and in 21-22 attendance was below average and increased during the 22-23 school year. Lower grades typically have a higher absent rate.

2018-2019 Grade 4 Chronic Absenteeism	10%	In 18-19 attendance was above state average
2019-2020 Grade 4 Chronic Absenteeism	2%	In 21-22 attendance was above state average
2020-2021 Grade 4 Chronic Absenteeism	2%	Absenteeism decreased during the 22-23 school
2021-2022 Grade 4 Chronic Absenteeism	22%	year
2022-2023 Grade 4 Chronic Absenteeism	20%	
2018-2019 Grade 5 Chronic Absenteeism	14%	In 18-19 attendance was above state average
2019-2020 Grade 5 Chronic Absenteeism	0%	In 21-22 attendance was just above state average
2020-2021 Grade 5 Chronic Absenteeism	9%	and increased during the 22-23 school year.
2021-2022 Grade 5 Chronic Absenteeism	16%	
2022-2023 Grade 5 Chronic Absenteeism	25%	
2018-2019 Grade 6 Chronic Absenteeism	12%	In 18-19 attendance was above state average
2019-2020 Grade 6 Chronic Absenteeism	6%	In 21-22 attendance was at the state average and
2020-2021 Grade 6 Chronic Absenteeism	8%	increased a little during the 22-23 school year.
2021-2022 Grade 6 Chronic Absenteeism	15	
2022-2023 Grade 6 Chronic Absenteeism	17%	
2019-2020 Grade 7 Chronic Absenteeism	9%	In 18-19 attendance was at the state average
2020-2021 Grade 7 Chronic Absenteeism	16%	In 21-22 attendance was below the state average
2021-2022 Grade 7Chronic Absenteeism	14%	and decreased during the 22-23 school year.
2022-2023 Grade 7 Chronic Absenteeism	11%	
2020-2021 Grade 8 Chronic Absenteeism	9%	In 21-22 attendance was below the state average
2021-2022 Grade 8 Chronic Absenteeism	10%	and significantly increases during the 22-23 school
2022-2023 Grade 8 Chronic Absenteeism	23%	year due to multiple suspensions.

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, 2, 3 in Grade 8	Student Data Management System	45 days or less absent	Suspensions contributed to the chronic absenteeism numbers. Attendance officer took parents to court and DCPP was involved.
Student 1, 2, 3 in Grade K	Student Data Management System	20-64 days absent	Doctors notes were submitted but parents also kept children home for various reasons.
Student 1 in Grade 2 Student 1 in Grade 2	Student Data Management System	40 days or less absent	Student 1 in grade 2 went back and forth to their home country multiple times. Student 2 in grade kept home due to many illnesses

- 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
38	Students at my child's school are well behaved	17.5%
38	I am satisfied with the extracurricular activities at my child's school.	21.5%
38	School staff has helped my child learn how to manage time.	15.0%
38	I know what is going on in my child's school.	15.0%

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
Realtime and LinkIt provides us with Attendance Tracking Software. Additionally, we use this data to prove incentives. Attendance Incentives such as gift cards 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 completely to receive a pizza party. Conduct annual school climate survey.	The use of attendance software has been effective in identifying patterns of chronic absenteeism. Incentives shows positive results in attendance however isn't always effective.
Automatic call home when a student is absent. Personalized letters and phone calls from school are sent to the house addressing student's repeated absences. Phone calls by attendance committee to students that are repeat offenders.	This strategy helps make parents aware of the number(s) of days absent their child has.
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 increase the chances of coming to school. Continue to make school "fun" for all students.	Students who eat breakfast at school attend an average of 1.5 more days of school every year. Keep the students engaged in school by holding assemblies and giving rewarding them with prizes for good 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
Develop student check-ins with teachers and guidance to determine if there is something keeping the student from attending school on a regular basis	**Effective particularly in students grades 5 – 8. Early education grade levels will need to include parents.**
Teacher phone calls home for chronic absenteeism. Teacher reporting chronic absenteeism to administration and truancy officer. Attendance hearings are also taking place for those at risk for chronic absenteeism.	**Demonstration that staff cares about the well-being of students. Also, if there is a medical issue with the parent getting their child to school on time this can help to resolve the issue through open communication and understanding. Attendance hearings do not always seem to be as effective with certain parents.**
Provide student supports to help the student catch up on missed work and develop plans with families and students to increase attendance.	**Students that are already behind or don't understand the work may see less of a reason to attend school and may feel that they can never catch up. By developing plans and strategies with families and students, we can address individual concerns.**
Refer students with chronic absenteeism rates to the I&RS Committee, School Counselors and Attendance Officer.	**Students suffering with poor attendance will benefit from receiving resources and services through the I&RS Committee, School Counselor, SAC Counselor & Attendance Officer.**

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	Student Behavior	Climate and culture survey and student information system
2	Expound on extracurricular activities	Climate and culture survey and student information system
3	Having students manage time better with assistance from staff	Climate and culture survey and student information system
4	More open lines of communication with stakeholders and parents	Climate and culture survey and student information system

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	Strategy Description: Our goal is to make attendance a priority at all school functions and drive home the importance of good attendance. Anticipated Outcome: To gain awareness of the importance of attending school regularly.	Name(s): Philip J. Baccarella and Teachers Title(s): Principal and Teachers	September 2023
1 Universal	Strategy Description: Meet with attendance committee on a regular basis to assess and address absenteeism. Anticipated Outcome: Maintain a regular schedule for attendance committee to meet and discuss patterns and concerns. Hopefully this will lead to lower chronic absenteeism.	Name(s): Philip J. Baccarella, Marissa Wade, Danielle Regan, Jessica Sosa, Danielle Travelino, Daniella Barquet, Amanda Shenkman Title(s): Principal & Attendance committee	September 2023
2 Small Group	Strategy Description: Phone calls, letters, attendance hearings and attendance officer home visits will be utilized to those students at risk for chronic absenteeism. Anticipated Outcome: Phone calls, letters, attendance hearings will hopefully decrease chronic absenteeism.	Name(s): Philip J. Baccarella, Marissa Wade, Danielle Regan, Jessica Sosa, Danielle Travelino, Daniella Barquet, Amanda Shenkman, Partick Lynch Title(s): Philip J. Baccarella, Attendance Committee and Attendance Officer	June 2024
3 Individualized	Strategy Description: Referring students to support staff and outside evaluations if needed. Anticipated Outcome: School support staff can provide assistance with issues affecting attendance such as mental health concerns or anxiety.	Name(s): Philip J. Baccarella, Amanda Shenkman, Daniella Barquet Title(s): Principal, School Counselor, SAC Counselor, I&RS Team	June 2024

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: _____