

# Nicholas Oresko #14: 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	Maureen Brown (Principal); Nicholas Oresko Community School
Date Presented to the Board of Education	September 23, 2023
Grade Levels	Pre-Kindergarten - Grade 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Attendance Committee
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	22.5% 21.1% 3.7% 0% 3%	Historically Kindergarten students demonstrate higher chronic absenteeism than other grade levels. The year(s) after covid have proved a dramatic increase of over 15%
2022-2023 Grade 1 2021-2022 Grade 1 2020-2021 Grade 1 2019-2020 Grade 1 2018-2019 Grade 1	25.4% 14.8% 0% 3.3% 12%	The year(s) after covid have proved a dramatic increase of over 14%
2022-2023 Grade 2 2021-2022 Grade 2 2020-2021 Grade 2 2019-2020 Grade 2 2018-2019 Grade 2	28.6% 18.5% 0% 11.15% 0%	The year(s) after covid have proved a dramatic increase of over 18%
2022-2023 Grade 3 2021-2022 Grade 3 2020-2021 Grade 3 2019-2020 Grade 3 2018-2019 Grade 3	23.3% 17.9% 8% 4.57% 0%	The year(s) after covid have proved a dramatic increase of over 10%

2022-2023 Grade 4 2021-2022 Grade 4 2020-2021 Grade 4 2019-2020 Grade 4 2018-2019 Grade 4	20% 22.2% 4.3% 0% 3.5%	The year(s) after covid have proved a dramatic increase of over 18%
2022-2023 Grade 5 2021-2022 Grade 5 2020-2021 Grade 5 2019-2020 Grade 5 2018-2019 Grade 5	12.12% 17.3% 1.2% 1.2% 0%	The year(s) after covid have proved a dramatic increase of over 17%
2022-2023 Grade 6 2021-2022 Grade 6 2020-2021 Grade 6 2019-2020 Grade 6 2018-2019 Grade 6	10.7% 10% 1.3% 1.3% 4%	The year(s) after covid have proved a dramatic increase of over 9%
2022-2023 Grade 7 2021-2022 Grade 7 2020-2021 Grade 7 2019-2020 Grade 7 2018-2019 Grade 7	12.2% 10.5% 2.8% 2.0% 1.3%	The year(s) after covid have proved a dramatic increase of over 8%
2022-2023 Grade 8 2021-2022 Grade 8 2020-2021 Grade 8 2019-2020 Grade 8 2018-2019 Grade 8	9.5% 5.6% 1.4% 4.5% 4%	The year(s) after covid have proved a dramatic increase of over 5%. However, the upper grades have a significantly less chronic absenteeism concern.

**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 K	Student Data Management System Linkit	18-81 days absent for chronic offenders	<p>The data shows that attendance rates for early childhood students in grades K-3 are on a steady decline.</p> <p>The majority of K-3 students rely on their parents/guardians to bring them to school on a daily basis. Therefore, parents/guardians need to be held accountable.</p>
Grade 1	Student Data Management System Linkit	18-26 days absent for chronic offenders	
Grade 2	Student Data Management System Linkit	23-57 days absent for chronic offenders	
Grade 3	Student Data Management System Linkit	19-56 days absent for chronic offenders	
Grade 4	Student Data Management System Linkit	18-47 days absent for chronic offenders	<p>The data shows that economically disadvantaged students in all grade levels tend to have a lower attendance rate.</p> <p>The free breakfast program is an incentive, but obviously we need to provide a greater incentive(s)</p>
Grade 5	Student Data Management System Linkit	18-30 days absent for chronic offenders.	
Grade 6	Student Data Management System Linkit	18-21 days absent for chronic offenders.	
Grade 7	Student Data Management System Linkit	18-31 days absent for chronic offenders.	
Grade 8	Student Data Management System Linkit	18-84 days absent for chronic offenders.	

## 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
25	Students at my child's school are well behaved	15.4% strongly disagree or disagree
25	The teachers assign high quality homework	15.4% strongly disagree or disagree
25	School staff encourages students to respect each others' differences	11.5% strongly disagree or disagree
25	My child has friends he can trust at school to talk about problems	11.5% strongly disagree or disagree
25	Parents are involved in making important school decisions	11.5% strongly disagree or disagree
25	My Child has pride in the school	11.5% strongly disagree or 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
Realtime provides us with Attendance Tracking Software. Computer generated phone calls Daily communication with the attendance officer	Parents are of the opinion that time in school is not a priority Letters home should be reinstated. We eliminated incentives after covid. Many students have significant health issues and or barriers preventing them from attending.
Continuing to provide breakfast to students.	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.
Include fun activities on the school calendar. School spirit days.	Making school fun is an incentive to have students want to attend
Allowing the SRO to go into the classrooms so all students feel safe.	When the students have the opportunity to see the security officer, it presents an opportunity for them to feel safe.

Posting pictures on social media platforms.

Posting pictures allows the students to see themselves doing fun things. When students see others, they will want to participate, therefore increasing 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 Reflection
Parent Communication via phone calls/attendance letters either monthly or after 5 days	
Develop personal connections with students who are in danger of, or are currently, chronically absent.	
Attendance Hearings; with the family, guidance counselor and/or nurse present where a plan can be developed	
Refer to Attendance office; have the attendance officer make home visits.	
Take the parents to court if attendance does not improve	





# 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	Increase after school activities	Climate & Culture Survey
2	Promote positive behavior to reduce suspensions	Student Management System and Climate & Culture Survey
3	Bring in parents for collaborative activities	Climate & Culture Survey
4	Implement the code of conduct with integrity	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
1 Universal	<p>Strategy Description: Make phone calls/Not email to the parents of those students in danger of being chronically absent. Memorialize the conversation with an email or letter.</p> <p>Anticipated Outcome: Builds relationships &amp; supports the parents who may need some guidance.</p>	<p>Name(s):Maureen Brown, Michael Fedrow, Danielle Trainer Coll, Rocio Coppola, Teachers</p> <p>Title(s):Principal, Attendance Officer, Counselors, Teachers</p>	September, 2023
1 Universal	<p>Strategy Description: Establish attendance committees to regularly review student attendance</p> <p>Anticipated Outcome: To identify attendance patterns.</p>	<p>Name(s):Maureen Brown, Michael Fedrow, Danielle Trainer Coll, Rocio Coppola, Mary Ellen Forker</p> <p>Title(s): Principal, Principal, Attendance Officer, Counselors, Nurse</p>	September, 2023
2 Small Group	<p>Strategy Description: To be sure that attendance is an item for discussion at back-to-school night, parent conferences and any other opportunities that may arise.</p> <p>Anticipated Outcome: Parents realize the importance of attending school on a daily basis and the impact on learning.</p>	<p>Name(s)Maureen Brown, Teachers,</p>	June 2024

<p style="text-align: center;">3 Individualized</p>	<p>Strategy Description: Utilize the counselors and provide the family with external resources such as Perform Car.Refer students for additional support and evaluation as needed</p> <p>Anticipated Outcome: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.</p>	<p>Name(s) Maureen Brown, Michael Fedrow, Tracy Sherman, Danelle Trainer Coll, Rocio Coppola, Mary Ellen Forker</p> <p>Title(s): Principal, Counselors, Nurse</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: \_\_\_\_\_