

Nicholas Oresko 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	Monique Bullock-Nicholas Oresko Community School
Date Presented to the Board of Education	July 2, 2024
Grade Levels	K-8th
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Monique Bullock (Principal) Rocio Coppola(School Counselor)Ally Petrakia(Special Education Teacher) Nancy Jaros (Teacher) Eric Clappy (Teacher)Mary Ellen Forker(Nurse)Michael Fedrow (Attendance Aide)
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
2020-2021 District Attendance System-Realtime Chronic Absenteeism Data Reports	15.44%	9 Students were identified as chronically absent with 10% or more days absent. 5 out of 9 were identified as K-5 students with 10% or more days absent.
2021-2022 District Attendance System-Realtime Chronic Absenteeism Data Reports	15.08%	50 students were identified as chronically absent with 10% or more days absent. 33 out of 50 were identified as K-5 students with 10% or more days absent.
2022-2023 District Attendance System-Realtime Chronic Absenteeism Data Reports	13.39%	59 students were identified as chronically absent with 10% or more days absent. 41 out of 59 were identified as K-5 students with 10% or more days absent.

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
<p>Schoolwide Enrollment~409</p> <p>Chronically Absent-K-8=9 students identified 5/9 were identified as Elementary K-5 population.</p> <p>2020-21</p>	<p>District Attendance System-Realtime Chronic Absenteeism Data Reports</p>	<p>over 10 days absent</p>	<p>9 Students were identified as chronically absent with 10% or more days absent.</p> <p>5 out of 9 were identified as K-5 students with 10% or more days absent.</p>
<p>Schoolwide Enrollment~365</p> <p>Chronically Absent- K-8=50 students identified with 10% or more days absent 33/50 were identified as Elementary K-5</p> <p>2021-2022</p>	<p>District Attendance System-Realtime Chronic Absenteeism Data Reports</p>	<p>over 10 days absent</p>	<p>50 students were identified as chronically absent with 10% or more days absent.</p> <p>33 out of 50 were identified as K-5 students with 10% or more days absent.</p>
<p>Schoolwide Enrollment-348</p> <p>Chronically Absent- K-8=59 students identified with 10% or more days absent 41/59 were identified as Elementary K-5</p> <p>2022-23</p>	<p>District Attendance System-Realtime Chronic Absenteeism Data Reports</p>	<p>over 10 days absent</p>	<p>59 students were identified as chronically absent with 10% or more days absent.</p> <p>41 out of 59 were identified as K05 students with 10% or more days absent.</p>

- 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 them 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
9 out of 41	I feel welcomed at my child's school	22.2% disagree and strongly disagree
8 out of 41	Parents are involved in making school decisions	18.6% disagree and strongly disagree
8 out of 41	Teachers at my child's school set high standards for students	18.6% disagree and strongly disagree
8 out of 41	My child's school tries to get family members to take part in school activities (during or after-school)	18.6% disagree and 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
Outline the objectives and expectations for attendance while involving parents.	Parents communicate with the school to notify the reason for absence.
Inform and involve families and students on how attendance affects academic performance.	Communicating with all stakeholders the school's attendance policy and setting high expectations for student attendance.
Reward good and increased attendance across the entire school with incentives.	In the classroom, there is a school-wide appreciation program to promote excellent 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).
Establishing personal connections to assist families to help identify resources for parents and students to combat chronic absenteeism.	Community Events: Organize community events where families can connect with local service providers and other resources in a more informal setting.
Parents and adolescents who experience persistent chronic absenteeism will be referred to school counselors for resources and social emotional support.	Establishes a secure atmosphere by connecting parents and students with academic and mental health counselors.
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	I feel welcomed at my child's school	School-wide Parent Survey
2	Parents are involved in making school decisions	School-wide Parent Survey
3	Teachers at my child's school set high standards for students	School-wide Parent Survey
4	My child's school tries to get family members to take part in school activities (during or after-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
1 Universal	<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>Monique Bullock (Principal) Rocio Coppola(School counselor)Ally Petrakia(Special Education Teacher) Nancy Jaros (Teacher) Eric Clappy (Teacher)Mary Ellen Forker(Nurse)Michael Fedrow (Attendance Aide)</p>	11/15/24
1 Universal	<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>Monique Bullock (Principal) Rocio Coppola(School counselor)Ally Petrakia(Special Education Teacher) Nancy Jaros (Teacher) Eric Clappy (Teacher)Mary Ellen Forker(Nurse)Michael Fedrow (Attendance Aide)</p>	11/15/24
2 Small Group	<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>Monique Bullock (Principal) Rocio Coppola(School counselor)Ally Petrakia(Special Education Teacher) Nancy Jaros (Teacher) Eric Clappy (Teacher)Mary Ellen Forker(Nurse)Michael Fedrow (Attendance Aide)</p>	11/15/24

<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 style="text-align: center;">Monique Bullock (Principal) Rocio Coppola(School counselor)Ally Petrakia(Special Education Teacher) Nancy Jaros (Teacher) Eric Clappy (Teacher)Mary Ellen Forker(Nurse)Michael Fedrow (Attendance Aide)</p>	<p style="text-align: center;">04/15/25</p>
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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			
2 Small Group			
2 Small Group			
3 Individualized			

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: _____