William Shemin Midtown Community School (BBOED) 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 Board of Education
Principal Name & School Name	William Shemin Midtown Community School Mr. James Pondillo - Principal
Date Presented to the Board of Education	August 11, 2023
Grade Levels	Prekindergarten through Grade 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Attendance Committee
Start Date of CAP	September 6th, 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 PreK Chronic Absenteeism Data 2018-2019 Grade K Chronic Absenteeism Data 2018-2019 Grade 1 Chronic Absenteeism Data 2018-2019 Grade 2 Chronic Absenteeism Data 2018-2019 Grade 5 Chronic Absenteeism Data 2018-2019 Grade 6 Chronic Absenteeism Data 2018-2019 Grade 7 Chronic Absenteeism Data 2018-2019 Grade 8 Chronic Absenteeism Data	56% 10% 15% 12& 14% 13% 12% 12%	Pre-pandemic data shows grades Pre-K, 1, and 5 as producing the highest statistical evidence of chronic absenteeism at WSMCS.
2019-2020 Grade PreK Chronic Absenteeism Data 2019-2020 Grade K Chronic Absenteeism Data 2019-2020 Grade 1 Chronic Absenteeism Data 2019-2020 Grade 7 Chronic Absenteeism Data 2019-2020 Grade 8 Chronic Absenteeism Data	16% 11% 13% 12% 15%	While providing remote instruction, data showed an overall decrease in chronic absenteeism, however, Pre-K and Grade 1 continued to produce the highest evidence.
2020-2021 Grade Pre-K Chronic Absenteeism Data 2020-2021 Grade K Chronic Absenteeism Data 2020-2021 Grade 1 Chronic Absenteeism Data 2020-2021 Grade 4 Chronic Absenteeism Data 2020-2021 Grade 6 Chronic Absenteeism Data 2020-2021 Grade 7 Chronic Absenteeism Data 2020-2021 Grade 8 Chronic Absenteeism Data	15% 13% 14% 13% 12% 14% 16%	During our pandemic closure, the attendance data shows a fairly consistent pattern of chronic absenteeism, however, Pre-K, 1, and 8 continue to produce the largest percentages.

2021-2022 Grade Pre-K Chronic Absenteeism Data	45%	During our re-opening year, attendance data shows an increase in absenteeism, with Pre-K, K, 2, 7, and 8 showing the largest percentage of chronic absences.
2021-2022 Grade K Chronic Absenteeism Data	36%	
2021-2022 Grade 1 Chronic Absenteeism Data	18%	
2021-2022 Grade 2 Chronic Absenteeism Data	22%	
2021-2022 Grade 3 Chronic Absenteeism Data	13%	
2021-2022 Grade 4 Chronic Absenteeism Data	14%	
2021-2022 Grade 5 Chronic Absenteeism Data	12%	
2021-2022 Grade 6 Chronic Absenteeism Data	16%	
2021-2022 Grade 7 Chronic Absenteeism Data	22%	
2021-2022 Grade 8 Chronic Absenteeism Data	20%	
2022-2023 Grade Pre-K Chronic Absenteeism Data	63%	In the 2022-2023 academic school year, the data shows a larger spike in chronic absenteeism in the early childhood grades of Pre-K-3.
2022-2023 Grade K Chronic Absenteeism Data	40%	
2022-2023 Grade 1 Chronic Absenteeism Data	30%	
2022-2023 Grade 2 Chronic Absenteeism Data	28%	
2022-2023 Grade 3 Chronic Absenteeism Data	34%	
2022-2023 Grade 4 Chronic Absenteeism Data	17%	
2022-2023 Grade 5 Chronic Absenteeism Data	22%	
2022-2023 Grade 7 Chronic Absenteeism Data	19%	

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
Pre-Kindergarten – 23 Students Kindergarten - 25 Students Grade 1 – 28 Students Grade 2 – 18 Students Grade 3 – 19 Students Grade 4 – 20 Students Grade 5 – 26 Students Grade 7 – 25 Students	LinkIt! Student Data Management System	12-17 Days Absent	Parental Notification and/or Conference Doctor's Notes Requested and/or Submitted
Pre-Kindergarten – 10 Students Kindergarten - 14 Students Grade 1 – 14 Students Grade 2 – 6 Students Grade 3 – 11 Students Grade 4 – 10 Students Grade 5 – 9 Students Grade 7 – 21 Students	LinkIt! Student Data Management System	18-21 Days Absent	Parental Notification and/or Conference Doctor's Notes Requested and/or Submitted
Pre-Kindergarten – 57 Students Kindergarten - 31 Students Grade 1 – 28 Students Grade 2 – 25 Students Grade 3 – 34 Students Grade 4 – 15 Students Grade 5 – 19 Students Grade 7 – 16 Students	LinkIt! Student Data Management System	22+ Days Absent	Attendance Officer and/or DCPP Notification

- 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
96	Not satisfied with the extra-curricular offerings at the school	20%
96	Negative overall student behavior	34%
96	Students do not take pride in their school	14%
96	Students do not have friends that they can trust and talk to about problems	15%

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. 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.	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.
Automatic call home when a student is absent. Personalized letters sent to the house addressing student's repeated absences.	This strategy is deemed effective on the ability to inform the household of the absence, attendance policy, and possible repercussions regarding continued absences.
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, while offering an incentive to attend school.	Students who eat breakfast at school attend an average of 1.5 more days of school every year.

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 teacher 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.	Demonstrate interest regarding 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.
Provide means of student support to help the student catch up on missed work.	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.
Refer students with chronic absenteeism rates to the I&RS Committee and Truancy Officer.	Students suffering with poor attendance will benefit from receiving resources and services through the I&RS Committee and Truancy 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		
2		
3		
4		

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: Teachers should use lessons that connect to the students' lives, community and identity to give a student a sense of belonging to the school community. Offer incentives to help combat barriers that prevent students from coming to school. Determine motivating factors and utilize them as incentives. Anticipated Outcome: Students that are more engaged in their learning activities are more likely to attend school.	Name(s): TBA Title(s): Teachers, Support Staff, Administration	mm/dd/yy
1 Universal	Strategy Description: Using a text messages system such as Remind App to reach out to parents, especially in Early Education grades, to encourage students to attend school on a regular basis. Anticipated Outcome: Easy communication can help to identify and rectify barriers to attendance.	Name(s): TBA Title(s): Teachers and Administration	mm/dd/yy
2 Small Group	Strategy Description: Morning meetings, mentor programs, or extra-curricular offerings with reflection to student interests in order to create a more desirable school environment. Anticipated Outcome: The programs have been shown to improve attendance and academic outcomes for students at all grade levels.	Name(s): TBA Title(s): Peers, Teachers and Support Staff	mm/dd/yy

3 Individualized	Strategy Description: Create individual student plans that include academic support and parent support to help the student feel empowered to attend school. 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. Anticipated Outcome: Having a set plan for the student will enable all teachers and staff to be on the same page to help support the student with attending school on a regular basis. 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.	Name(s): Teachers, I&RS Committee, Truancy Officer Title(s): Administration, Teachers and Support Staff	mm/dd/yy

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

Beginning > In Progress > Complete

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: _____