John M. Bailey Community School #12: 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 Public Schools
Principal Name & School Name	Albert McCormick, Jr. John M. Bailey Community School, (P.S. #12)
Date Presented to the Board of Education	August 20, 2024
Grade Levels	Pre-Kindergarten - Grade 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Albert McCormick, Jr.; Alana Ryan; All Homeroom Teachers; Attendance Committee; I&RS Committee; Child Study Team; School Counselors; School Nurses; Attendance Officer; Administrative Assistant
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 Kinder. Chronic Absenteeism Data 2022-2023 Kinder. Chronic Absenteeism Data 2021-2022 Kinder. Chronic Absenteeism Data 2020-2021 Kinder. Chronic Absenteeism Data 2019-2020 Kinder. Chronic Absenteeism Data 2018-2019 Kinder. Chronic Absenteeism Data LinkIt!	20% 36% 32% 10% 18% 11%	**Kindergarten:** There has been a decrease in chronic absenteeism when comparing the last two years. For 2023-2024, Kindergarten demonstrated a decrease of 16%.
2023-2024 Grade 1 Chronic Absenteeism Data 2022-2023 Grade 1 Chronic Absenteeism Data 2021-2022 Grade 1 Chronic Absenteeism Data 2020-2021 Grade 1 Chronic Absenteeism Data 2019-2020 Grade 1 Chronic Absenteeism Data 2018-2019 Grade 1 Chronic Absenteeism Data LinkIt!	23% 31% 28% 11% 7% 9%	**Grade 1:** There has been a decrease in chronic absenteeism when comparing the last two school years. Grade 1 demonstrated an 8% improvement in chronic absenteeism when comparing the 2023-2024 and 2022-2023 school years.
2023-2024 Grade 2 Chronic Absenteeism Data 2022-2023 Grade 2 Chronic Absenteeism Data 2021-2022 Grade 2 Chronic Absenteeism Data 2020-2021 Grade 2 Chronic Absenteeism Data 2019-2020 Grade 2 Chronic Absenteeism Data 2018-2019 Grade 2 Chronic Absenteeism Data LinkIt!	21% 25% 18% 10% 14% 13%	**Grade 2:** There has been a decrease in chronic absenteeism when comparing the last two school years. Grade 2 demonstrated a 4% improvement in chronic absenteeism when comparing the 2023-2024 and 2022-2023 school years.

2023-2024 Grade 3 Chronic Absenteeism Data	14%	**Grade 3:** There has been a decrease in chronic absenteeism when comparing the last two school years. Grade 3 demonstrated a 16% decrease when comparing the 2023-2024 and 2022-2023 school years.
2022-2023 Grade 3 Chronic Absenteeism Data	30%	
2021-2022 Grade 3 Chronic Absenteeism Data	14%	
2020-2021 Grade 3 Chronic Absenteeism Data	12%	
2019-2020 Grade 3 Chronic Absenteeism Data	10%	
2018-2019 Grade 3 Chronic Absenteeism Data	9%	
LinkIt!		
2023-2024 Grade 4 Chronic Absenteeism Data	27%	**Grade 4:** There has been an increase in chronic absenteeism by 12% in 2023-2024 in comparison to 2022-2023.
2022-2023 Grade 4 Chronic Absenteeism Data	15%	
2021-2022 Grade 4 Chronic Absenteeism Data	19%	
2020-2021 Grade 4 Chronic Absenteeism Data	Data Not Reported	
2019-2020 Grade 4 Chronic Absenteeism Data	11%	
2018-2019 Grade 4 Chronic Absenteeism Data	10%	
LinkIt!		
2023-2024 Grade 5 Chronic Absenteeism Data	10%	**Grade 5:** There has been a decrease in chronic absenteeism when comparing the last two years.. Grade 5 demonstrated a 19% improvement in chronic absenteeism when comparing the 2023-2024 and 2022-2023 school years.
2022-2023 Grade 5 Chronic Absenteeism Data	29%	
2021-2022 Grade 5 Chronic Absenteeism Data	20%	
2020-2021 Grade 5 Chronic Absenteeism Data	12%	
2019-2020 Grade 5 Chronic Absenteeism Data	8%	
2018-2019 Grade 5 Chronic Absenteeism Data	10%	
LinkIt!		
2023-2024 Grade 6 Chronic Absenteeism Data	25%	**Grade 6:** There has been a slight increase in chronic absenteeism when comparing the last two school years. Grade 6 demonstrated a 1% increase in chronic absenteeism when comparing 2023-2024 and 2022-2023.
2022-2023 Grade 6 Chronic Absenteeism Data	24%	
2021-2022 Grade 6 Chronic Absenteeism Data	18%	
2020-2021 Grade 6 Chronic Absenteeism Data	10%	
2019-2020 Grade 6 Chronic Absenteeism Data	21%	
2018-2019 Grade 6 Chronic Absenteeism Data	15%	
LinkIt!		
2023-2024 Grade 7 Chronic Absenteeism Data	25%	**Grade 7:** There has been a decrease in chronic absenteeism when comparing the last two school years. Grade 7 demonstrated a 7% improvement in chronic absenteeism when comparing 2023-2024 and 2022-2023.
2022-2023 Grade 7 Chronic Absenteeism Data	32%	
2021-2022 Grade 7 Chronic Absenteeism Data	20%	
2020–2021 Grade 7 Chronic Absenteeism Data	11%	
2019-2020 Grade 7 Chronic Absenteeism Data	10%	
2018-2019 Grade 7 Chronic Absenteeism Data	Data Not Reported	
LinkIt!		

2023-2024 Grade 8 Chronic Absenteeism Data	29%	**Grade 8:** There has been a decrease in chronic absenteeism when comparing the last two school years. Grade 8 demonstrated a 3% decrease in chronic absenteeism when comparing 2023-2024 and 2022-2023.
2022-2023 Grade 8 Chronic Absenteeism Data	32%	
2021-2022 Grade 8 Chronic Absenteeism Data	23%	
2020-2021 Grade 8 Chronic Absenteeism Data	13%	
2019-2020 Grade 8 Chronic Absenteeism Data	Data Not Reported	
2018-2019 Grade 8 Chronic Absenteeism Data	Data Not Reported	
LinkIt!		

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
2023-2024: Student 1, Grade 1, 25 days absent Student 2, Grade 5, 25 days absent Student 3, Grade K, 24.5 days absent Student 4, Grade 1, 23 days absent Student 5, Grade 5, 22 days absent Student 6, Grade 1, 22 days absent Student 7, Grade 5, 21 days absent Student 8, Grade 7, 18.5 days absent Student 9, Grade 2, 18 days absent Student 10, Grade 8, 18 days absent	Realtime Student Data Management System	18-25 days absent	Our Attendance Officer sent three letters, made phone calls, sent emails and held meetings with the parents/guardians of these students. The Attendance Officer checked with the homeroom teachers and school nurses before proceeding to the next step.
2023-2024: Student 1, Grade 8, 36.5 days absent Student 2, Grade 6, 35.5 days absent Student 3, Grade 7, 35 days absent Student 4, Grade K, 35 days absent Student 5, Grade 5, 34 days absent Student 6, Grade 5, 32 days absent Student 7, Grade 1, 28.5 days absent Student 8, Grade 5, 27 days absent Student 9, Grade 1, 27 days absent Student 10, Grade 4, 26 days absent	Realtime Student Data Management System	26-39 days absent	Our Attendance Officer sent three letters, made phone calls, sent emails, and held meetings with the parents/guardians of these students. The Attendance Officer verified the receipt of medical notes with the school nurses. If a medical note was not on file, then the next step was taken.
2023-2024: Student 1, Grade 5, 83 days absent Student 2, Grade 7, 73.5 days absent Student 3, Grade 7, 70 days absent Student 4, Grade 8, 65 days absent Student 5, Grade 7, 56 days absent Student 6, Grade 8, 54 days absent Student 7, Grade 7, 50 days absent	Realtime Student Data Management System	40 or more days absent	Our Attendance Officer sent three letters, made phone calls, sent emails, and held meetings with the parents/guardians of these students. The Attendance Officer verified the receipt of medical notes with the school nurses. The Attendance Officer has taken most, if not all, of these families to court. DCPP has been contacted when necessary.

Student 8, Grade 5, 48 days absent Student 9, Grade 5, 45 days absent Student 10, Grade 4, 42 days absent			

- 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
46	"I like my child's school building."	Disagree = 15.3% Strongly Disagree = 18.6% Total Disagreement = 33.9%
46	"I am satisfied with the extracurricular activities at my child's school."	Disagree = 16.7% Strongly Disagree = 15.0% Total Disagreement = 31.7%
46	"Parents are involved in making important school decisions."	Disagree = 22.0% Strongly Disagree = 13.6% Total Disagreement = 35.6%
46	"Students at my child's school are well-behaved."	Disagree = 22.0% Strongly Disagree = 6.8% Total Disagreement = 28.8%

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 gift cards and spirit wear t-shirts for perfect marking period and yearly attendance are offered. Students are recognized over the public address system, by way of Schoology, during assemblies and for Grade 8 students achieving perfect attendance during their final year of elementary school we use the commencement ceremony as an opportunity to recognize students. Our in-house attendance officer monitors chronic absenteeism trends and follows up accordingly. Additionally, we have had the opportunity of forming an Attendance Committee related to the previous designation of Targeted School status as per the NJDOE (Annual School Plan). We have since exited this status, but having had a committee to monitor attendance trends greatly assisted us in our pursuit to reach this goal.	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. The incorporation of incentives has shown some positive results, with many students showing increased motivation to maintain good attendance. However, it may not be as effective for students facing significant barriers to maintain proper, consistent attendance. Our in-house attendance officer is an asset to our school. He follows through on all measures which consist of phone calls, emails, house checks, notification to DCPP, notices for court appearance and regular visits to the municipal court to speak to the judge. Unfortunately, there is often little that can be done in terms of penalizing the parents due to their personal and economic status. Students in Pre-K and K fall under the age minimum for mandated schooling. Students in these grades demonstrate high rates of absenteeism. Nevertheless, we continue to promote consistent attendance for all students.
Provide breakfast to students on a daily basis. Students who eat breakfast at school attend an average of 1.5 more days of school every year. When offered in the classroom, breakfast can be an opportunity to bond with the teacher and get kids ready for class.	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.

Partnerships with local police to ensure safe corridors. For example, John M. Bailey Community School has an armed retired police officer serving as our in-house security guard. This is consistent across the district. Advertise on the school calendar events focused on student engagement and school spirit and continuously monitor student engagement and participation at said events. Utilize electronic communication platforms such as Blackboard, Schoology and social media avenues including Twitter, Facebook and Instagram to get the word out.	While the work of our armed security guard is very much appreciated, it would be beneficial if the Bayonne Police Department assigned a patrol officer daily to our school to support our armed guard and enhance safety. Something as simple as moving the flow of traffic congestion during morning arrival and afternoon dismissal will go a long way. We are near two main roads with one running through the county. There are dangers that exist and the BPD can certainly assist in this respect. Establishing partnerships with local police to ensure safe campuses during school hours, increases the well-being of students and staff, creating a conducive learning environment. Advertising student engagement and school spirit events on the school calendar, Blackboard, Schoology and social media platforms helps create a vibrant and connected school community, potentially boosting much needed attendance and participation.

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
The Attendance Officer makes routine visits to homes of students who are in violation of our attendance policy.	Implementing home visits for students with excessive absences demonstrates a strong commitment to understanding and addressing attendance challenges at the individual level. These visits can foster positive relationships with students and their families, helping to identify and resolve underlying issues that may contribute to chronic absenteeism. In some cases, bringing students to court or involving DCPP have helped rectify the situation.
Attendance hearings take place with students/parents who are at risk for chronic absenteeism. Additionally, quarterly attendance notification letters go out to all parents. At Back to School Night, we speak about the importance of good attendance. It is important to engage our parents/guardians as they are important stakeholders in the educational process.	While regular communication with parents has been useful in some cases, reaching out to all parents and ensuring their active involvement remains a challenge. There is a need for more targeted efforts for families with high absenteeism rates.
Develop attendance plans with families and students.	Developing attendance plans in collaboration with families and students ensures a tailored and holistic approach to addressing attendance concerns. By involving all stakeholders, this strategy promotes a shared sense of responsibility, ownership, and commitment to improving attendance, leading to increased accountability, support, and ultimately, positive changes in student attendance patterns.
Develop personal connections with students who are in danger of, or are currently, chronically absent. In addition to reporting concerns to the Attendance Officer, we must also refer students with chronic absenteeism to the I&RS Committee.	Establishing personal connections with chronically absent students is a crucial step in addressing attendance challenges effectively. By building trust and rapport with these students, educators can better understand the underlying reasons for their absenteeism and offer appropriate support and interventions. Students may very well benefit from resources and services that can be provided by the I&RS Committee and 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	Parents having an unfavorable view of the physical school building.	Student Management System / Climate & Culture Survey Results
2	Parents dissatisfied with the extracurricular activities offered at John M. Bailey Community School.	Student Management System / Climate & Culture Survey Results
3	Parents in disagreement with respect to the involvement of making important decisions at John M. Bailey Community School.	Student Management System / Climate & Culture Survey Results
4	Parents having an unfavorable view of student behavior at John M. Bailey Community School.	Student Management System / Climate & Culture Survey Results

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:Make attendance an item for discussion at all school events including Back-to-School Night, Open House, Mid-Year Conferences and other opportunities to share goals with various stakeholders. Anticipated Outcome: By making attendance an item for discussion at all school events, stakeholders will gain a heightened awareness of its importance, leading to increased parental involvement, improved communication, and a collaborative effort to support students' regular attendance, resulting in a measurable reduction in overall absenteeism rates.	Name(s): Albert McCormick, Jr., Alana Ryan & All Homeroom Teachers Title(s): Principal, Assistant Principal and All Homeroom Teachers	June 2025
2 Small Group	Strategy Description: Establish a schedule for teams to regularly review, address, and assess student attendance at the student, classroom and school level. Anticipated Outcome: Establishing a schedule for regular attendance reviews at the student, classroom, and school level will facilitate timely identification of attendance patterns and concerns, enabling targeted interventions and support for at-risk students. This proactive approach is expected to lead to a significant increase in overall attendance rates, improved student engagement, and a positive impact on academic achievement across all levels.	Name(s): Albert McCormick, Jr., Alana Ryan, Dawn Cole-Moon, Megan Rolon, Michael Cabarle, All Homeroom Teachers, Neil Reynolds & Monica Kaufeler Title(s): Principal, Assistant Principal, Attendance Committee Members, All Homeroom Teachers, Attendance Officer and Administrative Assistant	June 2025

2 Small Group	Strategy Description: Make personal calls to families of at-risk students if a student is absent two or more days in a month. Continue to send out quarterly attendance notification letters that indicate the percentage of the school year missed. Anticipated Outcome: Making personal calls to families of at-risk students when they are absent two or more days in a month will foster a strong school-home partnership, resulting in increased parental awareness of attendance issues and potential barriers. This proactive outreach is expected to lead to a reduction in chronic absenteeism, as families will feel supported and encouraged to address attendance challenges promptly, ultimately resulting in improved student attendance and academic performance.	Name(s): Albert McCormick, Jr.; Alana Ryan, Dawn Cole-Moon, Megan Rolon, Michael Cabarle, All Homeroom Teachers, Neil Reynolds & Monica Kaufeler Title(s): Principal, Assistant Principal, Attendance Committee, All Homeroom Teachers, Attendance Officer and Administrative Assistant	June 2025
3 Individualized	Strategy Description: 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 school nurse, 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: By 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. 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): Albert McCormick, Jr., Alana Ryan, Lynne Marie Klimkowski, Dana Vincent, Alvaro Chaljub; Wendy Mont, Anna Brahm, Jymere Chambers, & Desiree Weir Title(s): Principal, Assistant Principal, School Nurses, School Counselors, Student Assistance Counselor, Project Support Counselors, Child Study Team Member & I&RS Committee	June 2025

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			

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 8 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				
2 Small Group				
2 Small Group				
3 Individualized				

Percent of population currently Chronically Absent: Date: