Mary J. Donohoe Community School: Corrective Action Plan (CAP) 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, Principal Mary J. Donohoe School
Date Presented to the Board of Education	August 2024
Grade Levels	Pre K – Grade 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Attendance Committee
Start Date of CAP	September 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 Grade K	14.8%	
2022-2023 Grade K	13.40%	
2021-2022 Grade K	17.18	
2020-2021 Grade K	33.06	
2019-2020 Grade K	12.57%	
2023-2024 Grade 1	13.71%	
2022-2023 Grade 1	15.29%	
2021-2022 Grade 1	13.92%	
2020-2021 Grade 1	20.97%	
2019-2020 Grade 1	10.14%	
2023-2024 Grade 2	15.82%	
2022-2023 Grade 2	15.87%	
2021-2022 Grade 2	14.67%	
2020-2021 Grade 2	13.98%	
2019-2020 Grade 2	22.78%	
2023-2024 Grade 3	16.42%	
2022-2023 Grade 3	14.43%	
2021-2022 Grade 3	13.57%	
2020-2021 Grade 3	21.28%	
2019-2020 Grade 3	No data in realtime	

2023-2024 Grade 4	13.01%	
2022-2023 Grade 4	15.87%	
2021-2022 Grade 4	18.68%	
2020-2021 Grade 4	23.33%	
2019-2020 Grade 4	14.17%	
2023-2024 Grade 5	15.53%	
2022-2023 Grade 5	14.07%	
2021-2022 Grade 5	14.75%	
2020-2021 Grade 5	12.31%	
2019-2020 Grade 5	No data in realtime	
2023-2024 Grade 6	13.42%	
2022-2023 Grade 6	15.67%	
2021-2022 Grade 6	17.66%	
2020-2021 Grade 6	15.28%	
2019-2020 Grade 6	18.24%	
2023-2024 Grade 7	16.22%	
2022-2023 Grade 7	15.83%	
2021-2022 Grade 7	12.83%	
2020-2021 Grade 7	15.30%	
2019-2020 Grade 7	12.78%	
2023-2024 Grade 8	15.05%	
2022-2023 Grade 8	14.73%	
2021-2022 Grade 8	16.44%	
2020-2021 Grade 8	15.94%	
2019-2020 Grade 8	12.36%	

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	Realtime	10-36 days absent	
Grade 1	Realtime	10-32 days absent	
Grade 2	Realtime	10-41 days absent	
Grade 3	Realtime	10-39 days absent	
Grade 4	Realtime	10-28 days absent	
Grade 5	Realtime	10-51 days absent	
Grade 6	Realtime	10-46 days absent	
Grade 7	Realtime	10-48 days absent	
Grade 8	Realtime	10-28 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
44	Students at my child's school are well behaved	27.3% strongly disagree or disagree
44	I wish my child went to a different school	24.2% agree or strongly agree
44	I know what is going on in my child's school	15.2% strongly disagree or agree
44	I like my child's school building	15.1% strongly disagree or agree

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
- Reviewing of daily attendance reports - Auto generated phone calls - Daily attendance letters	- School attendance committee meets and reviews attendance reports - Parents do not seem to care when they get phone call - Most parents call about the letter they receive with the number of days absent
- Perfect attendance rewards - Social media posts - Assemblies	- Most students respond do the accolades of perfect attendance - Parents appreciate the posts on social media - Most students do not care about the assemblies

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
- **Attendance Hearings**	- **Most parents seem to respond**
- **Personal phone calls to parents about good attendance**	- **Most parents seem to respond**
- **DCPP notifications**	- **DCPP just documents and parents get annoyed**

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	- Continue to improve upon the district code of conduct	- Amount of detentions and suspensions
2	- Educating parents more on chronic absenteeism	- Parent phone calls and attendance hearings
3	- Holding students/parents more accountable for absent days	- Chronic absenteeism students

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: Review the Bayonne School District Code of Conduct on a regular basis Anticipated Outcome: Limit detentions/suspensions and minor infractions	Name(s): PJ Baccarella, Carol Christie, School Counselors & Teachers Title(s): Principal, Secretary, Counselors, Homeroom Teachers	9/2024
1 Universal	Strategy Description: Hold more parent meetings and send more information regarding the issues with chronic absenteeism Anticipated Outcome: To educate parents on absenteeism	Name(s): PJ Baccarella, School Counselors, Teachers Title(s): Principal, School Counselors and Homeroom Teachers	9/2024
2 Small Group	Strategy Description: Try to hold students/parents more accountable for chronic absenteeism Anticipated Outcome: Try to support parents and give guidance	Name(s): PJ Baccarella, Carol Christie, School Counselors & Teachers Title(s): Principal, Secretary, School Counselors and Homeroom Teachers	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

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	%

Percent of population currently Chronically Absent: _____ Date: _____