E. Roy Bixby School Corrective Action Plan (CAP) Addressing Chronic Absenteeism

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	Bogota Public Schools
Principal Name & School Name	Priscilla Ortiz, E. Roy Bixby School
Date Presented to the Board of Education	April 29, 2025
Grade Levels	PK-5
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Ortiz, Lanzallato, Pedro, Liriano
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	Analysis of Data (What jumps out at you? Do you notice anything?)
Realtime SIS 22-23 Data	School Avg: 20.06% P3: 72.2% P4: 44.0% K: 19.6% 1: 13.2% 2: 15.9% 3: 16.7% 4: 10.0% 5: 12.2% SpEd: 32.6% MLs: 11.1% F/R: 23.3%	
Realtime SIS 23-24 Data	School Avg: 14.29% P3: 42.1% P4: 19.0% K: 12.0% 1: 11.5% 2: 12.7% 3: 13.3% 4: 10.7% 5: 13.2%	

	SpEd: 25.6% MLs: 15.6% F/R: 17.2%	
Realtime SIS 24-25 Data	School Avg: 8.38% as of 3.28.25 P3: 28.6% P4: 25% K: 9.1% 1: 8.7% 2: 5.8% 3: 3.6% 4: 4.1% 5: 6.0% SpEd: 17.5% MLs: 3.2% F/R: 9.7%	

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	Tier Description
Student 1, grade P3, 8.11 Student 2, grade P3, 8.61 Student 3, grade P3, 9.52 Student 4, grade P3, 9.44 Student 5, grade P4, 8.89 Student 6, grade P4, 8.33 Student 7, grade K, 8.38 Student 8, grade K, 8.33 Student 9, grade K, 8.89 Student 10, grade K, 9.44 Student 11, grade 1, 8.89 Student 12, grade 1, 8.33 Student 13, grade 1, 8.33 Student 14, grade 1, 8.33 Student 15, grade 2, 8.33 Student 16, grade 2, 8.89 Student 17, grade 2, 9.44 Student 18, grade 3, 8.89 Student 19, grade 3, 8.33 Student 20, grade 5, 8.33 Student 21, grade 5, 8.89 Student 22, grade 5, 8.33	Realtime SIS	8-9% Chronic Abs.	Tier 2 (at risk)
Student 1, grade P3, 10.56 Student 2, grade P3, 10.28 Student 3, grade P3, 13.33 Student 4, grade P3, 18.92 Student 5, grade P3, 18.45 Student 6, grade P4, 12.78 Student 7, grade P4, 15.56	Realtime SIS	10-20% Chronic Abs.	Tier 3 (Chronically Abs)

Student 8, grade P4, 17.78			
Student 9, grade P4, 12.78			
Student 10, grade K, 10.56			
Student 11, grade K, 11.11			
Student 12, grade K, 15.72			
Student 13, grade K, 10.28			
Student 14, grade K, 17.22			
Student 15, grade K, 17.33			
Student 16, grade 1, 11.67			
Student 17, grade 1, 11.11			
Student 18, grade 1, 10			
Student 19, grade 1, 12.78			
Student 20, grade 1, 11.11			
Student 21, grade 2, 11.11			
Student 22, grade 2, 15.56			
Student 23, grade 2, 10			
Student 24, grade 2, 10.56			
Student 25, grade 2, 10			
Student 26, grade 2, 10.56			
Student 27, grade 3, 12.22			
Student 28, grade 3, 18.33			
Student 29, grade 3, 16.11			
Student 30, grade 3, 11.67			
Student 31, grade 3, 10			
Student 32, grade 3, 12.22			
Student 33, grade 4, 15.56			
Student 34, grade 4, 15			
Student 35, grade 4, 15.56			
Student 36, grade 4, 10			
Student 37, grade 4, 15			
Student 38, grade 4, 14.44			
Student 39, grade 5, 15			
Student 40, grade 5, 10			
Student 41, grade 5, 11.67			
Student 42, grade 5, 15			

Student 1, grade P3, 23.89 Student 2, grade P3, 28.99 Student 3, grade P3, 21.9 Student 4, grade 1, 21.11 Student 5, grade 2, 31.11 Student 6, grade 5, 36.11	Realtime SIS	21%+ Chronic Abs.	Tier 4 (Intensive Intervention needed)

- 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

GOOGLE FORM SURVEY LINK - Survey is going out @ 11:45 3.28.25 via ParentSquare

Total responses	Parents' perceptions regarding the reasons why students are chronically absent	Percent
Preschool- 19 responses	Physical health issues are a main reason for being absent. Most families express that their child feels safe at school. Three responded that they have concerns with bullying or harassment at school. 15 responded that students do not participate in extracurricular activities	6.5 %
K: 27 responses	Physical Health issues are a main reason for being absent. A few responded that there are family repsonlies causing absences. Four report being concerned with bullying. Parents and guardians report that their child feels connected to the teacher and enjoy going to school	9.2 %
1: 22 responses	Physical Health issues are the main reason for being absent. Three responded that their child experienced bullying. Most are not involved in extracurricular activities.	7.5 %
2: 24 responses	Physical Health issues are the main reason for being absent. 4 report having family responsibilities. 8 report experiencing bullying . Most are not involved in extracurricular activities.	8.2%

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

Tier 1 strategies are activities or interventions put in place that all students receive regardless of their attendance status. It is proactive and protective.

Inventory Current Strategies	Inventory Current Strategies Reflection
Fill in here (I.e., morning meeting, joy activities) **Clear communication of Attendance Expectations through letters and phone calls**	Fill in here (i.e., Since starting morning meetings our schoolwide tardiness has decreased 10 percent) **Clearly communicated school policies regarding attendance, shared with students, parents, and staff throughout the year. The nurse calls home for students who are absent to get an understanding of why.**
Fill in here (i.e., partnerships with local police to ensure safe corridors) **Breakfast Program**	**Students who are chronically tardy are invited to join the breakfast program to ensure they arrive at school on time**

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 2/3/4

Table 6: Corrective Action Plan Inventory of Current Strategies, Tier 2/3/4

Inventory Current Strategies	Inventory Current Strategies Reflection
Fill in here (i.e., check and connect for students with 5 or more absences) **FDU Counselor Program and Mental Health Support**	**Providing targeted counseling or access to mental health services for students experiencing anxiety, depression, or other emotional issues that impact their attendance.**
Fill in here (i.e., grade level specific incentives for regular attendance) **Positive Behavior Reinforcement**	Fill in here **Ensure a plan is in place to promote the transition of returning to school**
Fill in here (i.e., automatic call home when absent) **Letters to parents/guardians**	**Families receive letters making them aware of excessive absences or tardies**
Fill in here (i.e., "Street Team" to serve as school ambassadors to community)	Fill in here

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	**Health Related Barriers**	● **Health office record** ● **Student surveys**
2	**Social conflict with peers**	● **Teacher/ counselor Observations** ● **Discipline data** ● **Counseling referral** ● **Parent communication** ● **HIB Reports**
3	**Students facing Mental Health Challenges**	● **Counseling referral** ● **Parent communication**

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: Attendance Information disseminated to parents (Back to School Night, Parent/Teacher Conferences) Anticipated Outcome: Increased Communication/Decreased Absences	Name(s): All Staff Title(s): All Staff	06/18/25
2 Small Group	Strategy Description: Excessive Absence/Tardy Letters Anticipated Outcome: Increased Communication/Decreased Absences	Name(s): Ortiz and Wilt Title(s): Principal and secretary	06/18/25
3 Individualized	Strategy Description: Counselor/Nurse Outreach Anticipated Outcome: Additional Connection/Decreased Absences	Name(s): Pedro, Liriano, Lanzalotto Title(s): Counselor, Social Worker, Nurse, FDU counselors	06/18/25

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

TO BE COMPLETED May 2025

Tier	Data-Driven Strategies	Data- Driven Strategies	Date
1 Universal	Strategy Description: Attendance Information disseminated to parents (Back to School Night, Parent/Teacher Conferences, Literacy Night) Parents/Guardians are communicated regarding the attendance policy throughout the school year. This assists in setting the expectations for the entire school year.		4/8/25
2 Small Group	Strategy Description: Attendance/Tardy Letters Letters include information on how many days students have been tardy or absent, along with the importance of attending school. Realtime clearly outlines absences, so it is recommended to add this information to the letter as well.	Strategy Description: Before & After School Tutoring Small group targeted support for students in ELA and math in order to provide academic improvement. Students are recommended through teachers and RTI assessment data. This program has been extremely helpful in student academic progress.	5/30/25
3 Individualized	Strategy Description: Counselor/Nurse Outreach Families are contacted regarding attendance concerns. We provide translators for families who require it. This assists in providing insight on supports that the student needs within the school setting.	Strategy Description: FDU Counseling In collaboration with FDU, we provide counseling support to students who require additional social and emotional support. The program has been successful in assisting students. This will continue until the grant is completed in December 2026	5/30/25

3 Individualized	Strategy Description: Care Plus Mental Health Program Students that require intensive counseling support are recommended to participate in this program			5/30/2025

Percent of population currently Chronically Absent: _____8.49%_____ Date: ___May 30, 2025__

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

TO BE COMPLETED NLT 7/31

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: _____