

Dr. Walter F. Robinson 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 School District
Principal Name & School Name	Dr. Walter F. Robinson Community School, Dr. Karen Fiermonte, Principal
Date Presented to the Board of Education	August 20, 2024
Grade Levels	PreK - 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Dr. Karen Fiermonte, Principal, Mrs. Areta Costello, Asst. Principal, Mrs. Leslie Cirillo, School Counselor, Mr. Neil Reynolds, Attendance Officer,
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
2022-2023 Gr. 1 Chronic Absenteeism Data 2021-2022 Gr. 1 Chronic Absenteeism Data 2020-2021 Gr. 1 Chronic Absenteeism Data	25.8%	Although this % was lower than the state level (33%), this percentage is an increase from 2022-2023 (16%).
2022-2023 Gr. 2 Chronic Absenteeism Data 2021-2022 Gr. 2 Chronic Absenteeism Data 2020-2021 Gr. 2 Chronic Absenteeism Data	26.9%	This % was greater than the state level (20%) and is an increase from 2022-2023 (18%).
2022-2023 Gr. 3 Chronic Absenteeism Data 2021-2022 Gr. 3 Chronic Absenteeism Data 2020-2021 Gr. 3 Chronic Absenteeism Data	14.9%	This % was lower than the state level (22%) and is a decrease from 2022-2023 (16%).
2022-2023 Gr. 4 Chronic Absenteeism Data 2021-2022 Gr. 4 Chronic Absenteeism Data 2020-2021 Gr. 4 Chronic Absenteeism Data	20.2%	This % was greater than the state level (17%) and is a decrease from 2022-2023 (28%).
2022-2023 Gr. 5 Chronic Absenteeism Data 2021-2022 Gr. 5 Chronic Absenteeism Data 2020-2021 Gr. 5 Chronic Absenteeism Data	11.8%	This % was lower than the state level (29%) and is a decrease from 2022-2023 (24%).
2022-2023 Gr. 6 Chronic Absenteeism Data 2021-2022 Gr. 6 Chronic Absenteeism Data 2020-2021 Gr. 6 Chronic Absenteeism Data	23.2%	This % was greater than the state level (20%) and is an increase from 2022-2023 (20%)
2022-2023 Gr. 7 Chronic Absenteeism Data 2021-2022 Gr. 7 Chronic Absenteeism Data 2020-2021 Gr. 7 Chronic Absenteeism Data	21.9%	This % was lower than the state level (24%) and is an increase from 2022-2023 (20%)

2022-2023 Gr. 8 Chronic Absenteeism Data 2021-2022 Gr. 8 Chronic Absenteeism Data 2020-2021 Gr. 8 Chronic Absenteeism Data	32.5%	This % was greater than the state level (18%) and is an increase from 2022-2023 (21%)

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
Gr. 1 - ML Students (2 students)	Student Data Management System	12-17	Student data was reviewed by subgroup.
Gr. 1 - ML Students (3 students) Gr. 1 - SE Students (1 student) Gr. 1 - African American Students (1 student)	Student Data Management System	18-22	Student data was reviewed by subgroup.
Gr. 1 - ML Students (9 students) Gr. 1 - African American Students (1 student)	Student Data Management System	22+	Student data was reviewed by subgroup.
Gr. 2 - ML Students (1 student)	Student Data Management System	12-17	Student data was reviewed by subgroup.
Gr. 2 - ML Students (5 students) Gr. 2 - SE Students (2 students) Gr. 2 - African American Students (1 student)	Student Data Management System	18-22	Student data was reviewed by subgroup.
Gr. 2 - ML Students (13 students) Gr. 2 - SE Students (1 student)	Student Data Management System	22+	Student data was reviewed by subgroup.
Gr. 3 - ML Students (1 student) Gr. 3 - SE Students (1 student)	Student Data Management System	12-17	Student data was reviewed by subgroup.
Gr. 3 - ML Students (6 students) Gr. 3 - SE Students (1 students)	Student Data Management System	18-22	Student data was reviewed by subgroup.
Gr. 3 - ML Students (4 students) Gr. 3 - African American students (1 student)	Student Data Management System	22+	Student data was reviewed by subgroup.
Gr. 4 - ML Students (3 students)	Student Data Management System	12-17	Student data was reviewed by subgroup.

Gr. 4 - ML Students (2 students)	Student Data Management System	18-22	Student data was reviewed by subgroup.
Gr. 4 - ML Students (6 students) Gr. 4 - African American Students (1 students)	Student Data Management System	22+	Student data was reviewed by subgroup.
Gr. 5 - ML Students (1 student)	Student Data Management System	18-22	Student data was reviewed by subgroup.
Gr. 5 - ML Students (3 students)	Student Data Management System	22+	Student data was reviewed by subgroup.
Gr. 6 - ML Students (4 students)	Student Data Management System	12-17	Student data was reviewed by subgroup.
Gr. 6 - ML Students (5 students)	Student Data Management System	18-22	Student data was reviewed by subgroup.
Gr. 6 - ML Students (4 students) Gr. 6 - SE Students (1 students) Gr. 6 - African American Students (4 students)	Student Data Management System	22+	Student data was reviewed by subgroup.
Gr. 7 - ML Students (1 students) Gr. 7 - African American Students (1 student)	Student Data Management System	12-17	Student data was reviewed by subgroup.
Gr. 7 - ML Students (8 students) Gr. 7 - African American Students (1 student)	Student Data Management System	18-22	Student data was reviewed by subgroup.
Gr. 7 - ML Students (5 students)	Student Data Management System	22+	Student data was reviewed by subgroup.
Gr. 8 - ML Students (4 students)	Student Data Management System	12-17	Student data was reviewed by subgroup.

Gr. 8 - ML Students (12 students) Gr. 8 - SE Students (2 students)	Student Data Management System	18-22	Student data was reviewed by subgroup.
Gr. 8 - ML Students (8 students) Gr. 8 - SE Students (1 student) Gr. 8 - African American (1 student)	Student Data Management System	22+	Student data was reviewed by subgroup.

- 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
73	The learning environment at my child's school is excellent.	77% Agree
73	I am proud that my child attends this school.	74.3% Agree
73	I wish my child went to a different school.	14.9% Agree
73	Parents are involved in making important school decisions.	50.6% 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
<p>Genesis will provide us with Attendance Tracking Information. Additionally, we use this data to provide attendance incentives. Attendance incentives such as a perfect attendance assembly and Dunkin Donuts gift cards for perfect making period attendance are provided.</p>	<p>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.</p> <p>The use 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 attendance.</p>
<p>Provide breakfast to students. Students who eat breakfast at school attend an average of 1.5 more days of school every year (www.schoolnutrition.org, 2023). When offered in the classroom, breakfast can be an opportunity to bond with the teacher and get kids ready for class.</p>	<p>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.</p>
<p>Automatic call home when a student is absent. Personalized letters sent to the house addressing student's repeated absences.</p> <p>Advertise on the school calendar events focused on student engagement and school spirit and continuously monitor student engagement and participation at events.</p>	<p>Automated phone calls are an effective strategy that helps reduce truancy rates.</p> <p>Advertising student engagement and school spirit events on the school calendar helps create a vibrant and connected school community, potentially boosting attendance and participation.</p>

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 teachers, school counselors and SAC to determine if there is something keeping the student from attending school on a regular basis. Develop personal connections with students who are in danger of, or are currently, chronically absent.	Students will receive check-in's which are effective particularly in students grades 5 – 8. Early education grade levels will need to include parents. Establishing personal connections with chronically absent students is a crucial step in addressing attendance challenges effectively. Through the establishment of trust and rapport with these students, educators can better understand the underlying reasons for their absenteeism and offer appropriate support and interventions.
Refer students with chronic absenteeism rates to the I&RS Committee, Community Parent Liaisons and Truancy Officer.	Students suffering with poor attendance will benefit from receiving resources and services through the I&RS Committee, Community Parent Liaison resources and Truancy Officer.
Make home visits for students who have excessive absences by the Attendance Officer.	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 DCPD have helped rectify the situation.
Parent Engagement - 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 each year the importance of good attendance is discussed. Community Parent Liaisons will host parent workshops discussing attendance, as we have a high number of ML students that are chronically absent.	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. Data shows that an increased number of Multilingual Learners have high rates of chronic absenteeism.

<p>Develop attendance plans with families and students.</p>	<p>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.</p>
<p>The members of the Attendance Committee will continue to monitor patterns of student attendance and promote positive attendance.</p>	<p>Developing and implementing parent letters, student incentives and school wide celebrations to foster a positive school culture.</p>



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	Providing a learning environment for students to excel.	<p>School level data that prioritizes this area as needing improvement consists of chronic absenteeism rates. Students cannot excel when they are not present in school. Incorporating opportunities for students to excel can have a direct correlation to increasing attendance rates.</p> <p>Through G&T identification differentiated instruction can be provided for students to excel in their learning environment. Differentiate instruction to cater to individual student's needs, allowing each student to progress at their own pace.</p> <p>Integrate technology into the learning process to enhance teaching and provide students with new ways to explore subjects, collaborate, and present their work contributes to the students excelling in their learning environment.</p> <p>Provide professional development to teachers so they can be well-trained, passionate and caring professionals who inspire students to excel in their learning environment.</p>

2	Increase pride of being a member of the Dr. Walter F. Robinson Community School's enrollment.	<p>School level data that prioritizes this area as needing improvement consists of analyzing chronic absenteeism rates.</p> <p>Increase recognition and celebration of student achievements. Increase school spirit by wearing school colors, publicizing positive experiences, and increase participation in school-related activities. Demonstrating pride outwardly can reinforce your emotional connection with Robinson School.</p>
3	Incorporate parents in the decision making process.	<p>School level data that protizes this area as needing improvement consists of lack of previous parent involvement. In addition to working closely with the PTC, our Community Parent Liaisons will be regularly contacting parents of students who have previously exhibited chronic absenteeism, offering community resources. This can provide a platform for parents to actively participate in decision-making processes.</p> <p>Enhance parent communication. Communicate with parents about upcoming decisions and their importance. Use various channels such as emails, parent-teacher conferences, and social media to keep them informed.</p> <p>Conduct surveys to gather parents' opinions and preferences on important matters. This could be done through online surveys, questionnaires, or even in-person meetings.</p>
4	Focus on safety and security for students to strengthen that Robinson School is the school where the parents want their chld/ren to attend.	<p>School level data that protizes this area as needing improvement consist of reviewing incident reports, disciplinary actions, suspension reports and bullying reports.</p> <p>Anti-bullying initiatives and ensuring a safe school environment to encourage attendance.</p>

		Implementation of stronger Code of Conduct violations.
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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: Make attendance an item for discussion at all school events including back-to-school night, parent conferences, parent workshops and other opportunities to share goals with various stakeholders.</p> <p>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.</p>	<p>Name(s): Dr. Fiermonte, Mrs. Costello, Mr. Reynolds, Ms. Soliman, Ms. Piniero, Attendance Committee Members, and Homeroom Teachers</p> <p>Title(s): Principal, Vice Principal, Attendance Officer, Community Parent Liaisons and Attendance Committee Members</p>	September, 2024
1 Universal	<p>Strategy Description: Establish a schedule for teams to regularly review, address, and assess student attendance at the student, classroom and school level.</p> <p>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.</p>	<p>Name(s): Dr. Fiermonte, Mrs. Costello, Mr. Reynolds, Ms. Soliman, Ms. Piniero & Attendance Committee Members</p> <p>Title(s): Principal, Vice Principal, Attendance Officer, Community Parent Liaisons and Attendance Committee Members</p>	September, 2024

<p>2 Small Group</p>	<p>Strategy Description: Make personal calls to families of at-risk students if a student is absent 2 or more days in a month. Continue to send out quarterly attendance notification letters that indicate the percentage of the school year missed.</p> <p>Anticipated Outcome: Making personal calls to families of at-risk students when they are absent 2 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.</p>	<p>Name(s): Dr. Fiermonte, Mrs. Costello, Mr. Reynolds, Ms. Soliman, Ms. Piniero, Homeroom Teachers & Attendance Committee Members</p> <p>Title(s): Principal, Vice Principal, Attendance Officer, Community Parent Liaisons, Homeroom Teachers and Attendance Committee Members</p>	<p>June, 2025</p>
<p>3 Individualized</p>	<p>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 social worker, mentor, counselor or psychologist may be able to assist the student or suggest outside resources to parents that they may utilize.</p> <p>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.</p>	<p>Name(s): Dr. Fiermonte, Mrs. Costello, Mr. Reynolds, Ms. Soliman, Ms. Piniero & Attendance Committee Members</p> <p>Title(s): Principal, Vice Principal, Attendance Officer, Community Parent Liaisons and Attendance Committee Members</p>	<p>June, 2025</p>

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			
1 Universal			
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 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				%
1 Universal				%
2 Small Group				%
3 Individualized				%

Percent of population currently Chronically Absent: ___ Date: __ __