Woodrow Wilson School: Corrective Action Plan (CAP) 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	Tara Furmaniak, Principal / Jason Acerra, Assistant Principal Woodrow WIlson School
Date Presented to the Board of Education	August 2024
Grade Levels	Pre-Kindergarten - Grade 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Attendance Committee
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 Grade K 2022-2023 Grade K 2021-2022 Grade K 2020-2019 Grade K 2019-2020 Grade K	16.42% 55.5% 35.6% 12.1% 8.05%	Historically Kindergarten students demonstrate higher Chronic Absenteeism than other grade levels. In the 2023-2024 School Year, Chronic Absenteeism
2023-2024 Grade 1 2022-2023 Grade 1 2021-2022 Grade 1 2020-2019 Grade 1 2019-2020 Grade 1	16.35% 28.2% 33.7% 15.1% 5.0%	Students in the Self Contained Autism Program Demonstrate higher absences than students in the general education setting.
2023-2024 Grade 2 2022-2023 Grade 2 2021-2022 Grade 2 2020-2019 Grade 2 2019-2020 Grade 2	15.62% 23.1% 27.7% 9.09% 7.35%	Students in the Self Contained Autism Program Demonstrate higher absences than students in the general education setting.
2023-2024 Grade 3 2022-2023 Grade 3 2021-2022 Grade 3	13.76% 20.2% 22.7%	Since we returned to full in person instruction after 2020, Chronic Absenteeism substantially worsened.

2020-2019 Grade 3 2019-2020 Grade 3	8.8% 3.37%	
2023-2024 Grade 4 2022-2023 Grade 4 2021-2022 Grade 4 2020-2019 Grade 4 2019-2020 Grade 4	17.60% 22.4% 12.7% 10.1% 8.6%	Since we returned to full in person instruction after 2020, Chronic Absenteeism substantially worsened.
2023-2024 Grade 5 2022-2023 Grade 5 2021-2022 Grade 5 2020-2019 Grade 5 2019-2020 Grade 5	14.60% 15.6% 17.7% 6.2% 3.5%	Since we returned to full in person instruction after 2020, Chronic Absenteeism substantially worsened.
2023-2024 Grade 6 2022-2023 Grade 6 2021-2022 Grade 6 2020-2019 Grade 6 2019-2020 Grade 6	20.7% 19.8% 19.0% 6.1% 4.5%	Since we returned to full in person instruction after 2020, Chronic Absenteeism substantially worsened.
2023-2024 Grade 7 2022-2023 Grade 7 2021-2022 Grade 7 2020-2019 Grade 7 2019-2020 Grade 7	14.53% 20.3% 17.4% 4.5% 2.0%	Since we returned to full in person instruction after 2020, Chronic Absenteeism substantially worsened.
2023-2024 Grade 8 2022-2023 Grade 8 2021-2022 Grade 8 2020-2019 Grade 8 2019-2020 Grade 8	19.22% 18.8% 17.8% 4.6% 1.5%	Since we returned to full in person instruction after 2020, Chronic Absenteeism substantially worsened.

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	Student Data Management System	18-47 days absent for chronic offenders	Many of the chronic offenders are in the self contained autistic program.
Grade 1	Student Data Management System	18-81 days absent for chronic offenders	Many of the chronic offenders are in the self contained autistic program.
Grade 2	Student Data Management System	18-46 days absent for chronic offenders	Many of the chronic offenders are in the self contained autistic program.
Grade3	Student Data Management System	18-52 days absent for chronic offenders	Many of the chronic offenders are in the self contained autistic program.
Grade 4	Student Data Management System	18-48 days absent for chronic offenders	Many of the chronic offenders are in the self contained autistic program.
Grade 5	Student Data Management System	18-42 days absent for chronic offenders	Many of the chronic offenders are in the self contained autistic program. Suspensions contributed heavily.
Grade 6	Student Data Management System	10-149 days absent for chronic offenders	Many of the chronic offenders are in the self contained autistic program.
Grade 7	Student Data Management System	18-46 days absent for chronic offenders	Many of the chronic offenders are in the self contained autistic program.
Grade 8	Student Data Management System	11-51 days absent for chronic offenders.	Many of the chronic offenders are in the self contained autistic program.

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
77	Students at my child's school are well - behaved.	19% strongly disagree or disagree
77	The learning environment at my child's school is excellent.	35.4% strongly disagree or disagree
77	I am satisfied with the extracurricular activities at my child's school.	27.9% strongly disagree or disagree
77	Students at my child's school respect their teachers.	17.7% strongly disagree or disagree
77	The rules for student conduct are consistently enforced at my child's school.	20.3% strongly disagree or disagree

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/Genesis - Attendance Reports Computer generated phone calls and emails regarding absences Parent Portal with up-to-date attendance records Daily communication with the Attendance Officer	Parents are of the opinion that time in school is not a priority (planned trips etc) Letters sent home by the district should be reinstated There are minimal incentives to get kids to come daily. Health issues remain an issue with students coming to school. Minimal consequences for students when they are absent with no excuse
Continue to provide Tutoring services prior to the school day Continue to provide breakfast to students	Tutoring has assisted the district with earlier care / support on days Breakfast has proven to be an effective attendance strategy.
Include fun activities on the school calendar - re: Spirit days, planned school wide activities during the year	Making school fun is an incentive to have students want to attend.

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
Parent communication via calls and letters after a certain number of days	
Develop personal connections with students who are in danger of hitting the chronic absenteeism mark	
Attendance hearings with the family, counselor and / or nurse updates regarding medical excused	
Court appearances if attendance does not improve / DCPP notification - educational neglect	

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	After school activities - re: Community Ed	Culture and Climate Survey
2	PBIS / Restorative Approach	Culture and Climate Survey / Counselor Initiatives
3	Parent Workshops	Climate and Culture Survey - Involvement of Stakeholders
4	Reiterate the Code of Conduct	Student Management System and Culture and Climate Survey

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 phone calls/Not email to the parents of those students in danger of being chronically absent. Memorialize the conversation with an email or letter. Anticipated Outcome: Builds relationships & supports the parents who may need some guidance.	Name(s):Tara Furmaniak, Jason Acerra Title(s):Principal, Vice Principal, Assistant Supervisor of Special Services and Homeroom Teachers	9/2024
1 Universal	Strategy Description: Establish attendance committees to regularly review student attendance Anticipated Outcome: To identify attendance patterns.	Name(s):Tara Furmaniak, Jason Acerra, Joanne Seitz, Vanessa Marko, Erica Gentile, Crystal Geraldo, Maria Pagano Title(s):Principal, Vice Principal, Assistant Supervisor of Special Services and Homeroom Teachers, Attendance Committee	9/2024
2 Small Group	Strategy Description: To be sure that attendance is an item for discussion at back-to-school night, parent conferences and any other opportunities that may arise. Anticipated Outcome: Parents realize the importance of attending school on a daily basis and the impact on learning.	Name(s):Tara Furmaniak, Jason Acerra, Joanne Seitz, Vanessa Marko, Erica Gentile, Crystal Geraldo, Maria Pagano Title(s):Principal, Vice Principal, Assistant Supervisor of Special Services and Homeroom Teachers, Attendance Committee	6/2024
3 Individualized	Strategy Description: Utilize the counselors and provide the family with external resources such as Perform Car.Refer students for additional support and evaluation as needed Anticipated Outcome:referring students for additional support and evaluation as needed, the school can provide	Name(s):Tara Furmaniak, Jason Acerra, Joanne Seitz, Vanessa Marko, Erica Gentile, Crystal Geraldo, Maria Pagano Title(s):Principal, Vice Principal, Assistant Supervisor of Special Services and Homeroom Teachers, Attendance Committee	6/2024

	targeted assistance to address underlying issues affecting attendance, such as anxiety or other mental health concerns.		

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

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: _____