

Lincoln 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 Public Schools
Principal Name & School Name	Lincoln Community School #5 Carolyn Malanowski
Date Presented to the Board of Education	
Grade Levels	PK – 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Carolyn Malanowski, Heather Zalis, Donna Ryan, Amy Hunter, Priya Jhaveri, Michael Elia, Alisa Novembrino
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
2020-2021 Grade K Chronic Absenteeism Data	16%	During remote learning, LCS did do a decent job in regards to the chronic absentee rate. School-wide rates were held in check, with Grade 7 & K having the highest rate. Grade 8 was excellent at 0%, along with Grade 2, 4 & 6 not far behind.
2020-2021 Grade 1 Chronic Absenteeism Data	13%	
2020-2021 Grade 2 Chronic Absenteeism Data	2%	
2020-2021 Grade 3 Chronic Absenteeism Data	11%	
2020-2021 Grade 4 Chronic Absenteeism Data	5%	
2020-2021 Grade 5 Chronic Absenteeism Data	11%	
2020-2021 Grade 6 Chronic Absenteeism Data	3%	
2020-2021 Grade 7 Chronic Absenteeism Data	19%	
2020-2021 Grade 8 Chronic Absenteeism Data	0%	
2021-2022 Grade PK Chronic Absenteeism Data	43%	Returning from the pandemic, LCS struggled school-wide to keep chronic absentee rates down. PK, K, Grade 1, 6 & 7 did poorly, while Grade 5, 4 & 8 held respectable figures.
2021-2022 Grade K Chronic Absenteeism Data	33%	
2021-2022 Grade 1 Chronic Absenteeism Data	27%	
2021-2022 Grade 2 Chronic Absenteeism Data	19%	
2021-2022 Grade 3 Chronic Absenteeism Data	18%	
2021-2022 Grade 4 Chronic Absenteeism Data	10%	
2021-2022 Grade 5 Chronic Absenteeism Data	8%	
2021-2022 Grade 6 Chronic Absenteeism Data	30%	
2021-2022 Grade 7 Chronic Absenteeism Data	28%	
2021-2022 Grade 8 Chronic Absenteeism Data	10%	
2022-2023 Grade PK Chronic Absenteeism Data	72%	Overall chronic absenteeism rates were poor during the 2022-2023 school year. PK
2022-2023 Grade K Chronic Absenteeism Data	28%	

2022-2023 Grade 1 Chronic Absenteeism Data	23%	skyrocketed to 72%, with Grade 2 & 8 increasing rates from the prior year at a sizable margin. Grades 5 & 6 produced the school's best rates, although they are still on the higher scale of what is expected.
2022-2023 Grade 2 Chronic Absenteeism Data	28%	
2022-2023 Grade 3 Chronic Absenteeism Data	19%	
2022-2023 Grade 4 Chronic Absenteeism Data	19%	
2022-2023 Grade 5 Chronic Absenteeism Data	15%	
2022-2023 Grade 6 Chronic Absenteeism Data	15%	
2022-2023 Grade 7 Chronic Absenteeism Data	29%	
2022-2023 Grade 8 Chronic Absenteeism Data	28%	
2023-2024 Grade PK Chronic Absenteeism Data	21%	Overall chronic absenteeism rates have shown improvement during the 2023-2024 school year. PK has shown a significant decrease going from 72% down to 21%. Grades 2, 4, and 6 are progressing towards a downward trend that is less than 15%.
2023-2024 Grade K Chronic Absenteeism Data	20%	
2023-2024 Grade 1 Chronic Absenteeism Data	16%	
2023-2024 Grade 2 Chronic Absenteeism Data	14%	
2023-2024 Grade 3 Chronic Absenteeism Data	17%	
2023-2024 Grade 4 Chronic Absenteeism Data	14%	
2023-2024 Grade 5 Chronic Absenteeism Data	15%	
2023-2024 Grade 6 Chronic Absenteeism Data	14%	
2023-2024 Grade 7 Chronic Absenteeism Data	16%	
2023-2024 Grade 8 Chronic Absenteeism Data	16%	

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
<p>Grade PK: 1 student F/R Lunch; 1 student No F/R; 1 classified student s</p> <p>Grade K: 1 student F/R Lunch; 1 student No F/R; 0 classified students</p> <p>Grade 1: 1 students F/R Lunch; 0 student No F/R 0 classified students</p> <p>Grade 2: 0 student F/R Lunch; 0 student No F/R; 0 classified students</p> <p>Grade 3: 0 student F/R Lunch; 0 student No F/R; 0 classified students</p> <p>Grade 4: 0 student F/R Lunch; 0 student No F/R; 1 classified students</p> <p>Grade 5: 1 student F/R Lunch; 0 student No F/R; 1 classified students</p> <p>Grade 6: 1 student F/R Lunch; 0 student No F/R; 0 classified students</p> <p>Grade 7: 0 student F/R Lunch; 0 student No F/R; 0 classified students</p> <p>Grade 8: 0 student F/R Lunch; 0 student No F/R; 0 classified students</p>	<p>LinkIt!</p>	<p>4 – 17 days absent (Based upon % of days absent & possible days present)</p>	<p>Student data was reviewed by subgroup using Free/Reduced Lunch status along with classified students (IEP/BSI/Title I)</p>
<p>Grade PK: 1 student F/R Lunch; 4 student No F/R; 2 classified student s</p> <p>Grade K: 2 student F/R Lunch; 2 student No F/R; 2 classified students</p> <p>Grade 1: 1 students F/R Lunch; 0 student No F/R 1 classified students</p> <p>Grade 2: 2 student F/R Lunch; 1 student No F/R; 3 classified students</p> <p>Grade 3: 2 student F/R Lunch; 2 student No F/R; 3 classified students</p> <p>Grade 4: 2 student F/R Lunch; 0 student No F/R;</p>	<p>LinkIt!</p>	<p>18-21 days absent (Based upon % of days absent & possible days present)</p>	<p>Student data was reviewed by subgroup using Free/Reduced Lunch status along with classified students (IEP/BSI, Title I)</p>

<p>0 classified students Grade 5: 2 student F/R Lunch; 0 student No F/R; 2 classified students Grade 6: 2 student F/R Lunch; 0 student No F/R; 2 classified students Grade 7: 0 student F/R Lunch; 4 student No F/R; 0 classified students Grade 8: 1 student F/R Lunch; 2 student No F/R; 1 classified students</p>			
<p>Grade PK: 15 student F/R Lunch; 17 student No F/R; 14 classified student s Grade K: 5 student F/R Lunch; 1 student No F/R; 6 classified students Grade 1: 7 students F/R Lunch; 1 student No F/R 6 classified students Grade 2: 8 student F/R Lunch; 5 student No F/R; 9 classified students Grade 3: 4 student F/R Lunch; 2 student No F/R; 3 classified students Grade 4: 4 student F/R Lunch; 2 student No F/R; 1 classified students Grade 5: 4 student F/R Lunch; 0 student No F/R; 3 classified students Grade 6: 2 student F/R Lunch; 3 student No F/R; 2 classified students Grade 7: 3 student F/R Lunch; 4 student No F/R; 1 classified students Grade 8: 3 student F/R Lunch; 4 student No F/R; 5 classified students</p>	<p>LinkIt!</p>	<p>22+ days absent (Based upon % of days absent & possible days present)</p>	<p>Student data was reviewed by subgroup using Free/Reduced Lunch status along with classified students (IEP/BSI/Title I)</p>

- 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
68	“The learning environment at my child’s school is excellent”	65% - Agree/Strongly Agree 10% - Disagree/Strongly Disagree 24% - Neutral
68	“I am proud that my child attends this school”	64% - Agree/Strongly Agree 9% - Disagree/Strongly Disagree 27% - Neutral
68	“Parents are involved in making important decisions”	41% - Agree/Strongly Agree 24% - Disagree/Strongly Disagree 35% - Neutral
68	“I wish my child went to a different school”	23% - Agree/Strongly Agree 54% - Disagree/Strongly Disagree 22% - Neutral

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>District-wide newsletter distributed in September explaining the importance of good, consistent attendance (English, Spanish & Arabic).</p> <p>Automated phone calls for absent students are made to parents daily. Personalized letters are distributed to students once their absences reach benchmarks throughout the year (4 days, 8 days, 12+ days absent).</p>	<p>Using multiple languages has assisted in provided parents with accurate information regarding their children and has improved communication channels.</p> <p>Automated calls keep parents updated on their child's daily attendance. Letters are effective in keeping attendance accurate between the school and any parent discrepancies.</p>
<p>Providing breakfast to all students district-wide on a daily basis.</p>	<p>Free breakfast historically helps the attendance rates. It is an effective strategy, especially for economically disadvantaged students, to motivate students to attend school knowing that this service will be provided to them, while promoting a productive day of learning and a supportive school environment.</p>
<p>Back to School Night presentation include explanations to the benefit of consistent attendance.</p> <p>Parent Portal information is available to all parents regarding students attendance, progress and grades.</p>	<p>Parents that do attend these programs are more inclined to be involved in their child's education. Unfortunately, parents that do not attend are less involved and do not prioritize student attendance.</p> <p>Similar results are true regarding the Parent Portal. Parents that monitor their students' records are much more involved in their child's education, opposed to those parents that do not stay up-to-date on their child's progress and attendance.</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
<p>An Attendance committee has been established at LCS to monitor all students' attendance rates. RealTime is utilized to determine/identify students that are in danger of high absence rates.</p>	<p>Monthly letters are sent to parents to notify them of absences and to coordinate accuracy between the school and parent records. The Attendance Committee has also distributed certificates for monthly perfect attendance, along with stickers, pencils, etc. to keep students motivated in attending school daily.</p>
<p>Parent/Teacher/Principal meetings, emails, phone calls are ongoing throughout the year. Attendance, progress and grades are always discussed during these meetings or communications.</p>	<p>There is a direct correlation of progress and academic decline due to absences. Maintaining communication with parents is extremely important. However, in many cases, parents do not keep communication ongoing with staff and this leads to a drop in consistent attendance. Finding ways to engage parents is a challenge and targeted efforts must be made in this area.</p>
<p>Referring students to the I&RS Committee is helpful in determining and understanding why some students maintain high absent rates.</p>	<p>The I&RS Committee meets regularly to address academic issues, with many of these issues occurring due to high absenteeism. Parents do attend frequently, but some do not. It is helpful to construct a plan for individual students that are struggling and address how to improve upon these areas.</p>
<p>Attendance Officer home visits occur on a regular basis, especially for students with high absenteeism rates.</p>	<p>This strategy is used often to build a strong connection with families and foster positive relationships. At times, DCPD has been called to assist with this process as well. Court appearances are sometimes required to help resolve the matter. The Attendance Officer has been an effective resource in addressing the attendance issues and bring some understanding to the forefront. Again, cooperation is key from parents in completing this process.</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	<p>Providing a learning environment for students to excel.</p> <p style="text-align: center;"><u>LCS 2023-2024 Chronic Absentee Percentages</u></p> <p>Gr. Pre-K – 21% Gr. K – 20% Gr. 1 – 16% Gr. 2 – 14% Gr. 3 – 17% Gr. 4 – 14% Gr. 5 – 15% Gr. 6 – 14% Gr. 7 – 16% Gr. 8 – 16%</p>	<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	<p>Increase pride of being a member of the Lincoln Community School's enrollment.</p> <p style="text-align: center;"><u>LCS 2023-2024 Chronic Absentee Percentages</u></p> <p>Gr. Pre-K – 21% Gr. K – 20% Gr. 1 – 16%</p>	<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 Lincoln Community School.</p>

	<p>Gr. 2 – 14%</p> <p>Gr. 3 – 17%</p> <p>Gr. 4 – 14%</p> <p>Gr. 5 – 15%</p> <p>Gr. 6 – 14%</p> <p>Gr. 7 – 16%</p> <p>Gr. 8 – 16%</p>	
3	<p>Incorporate parents in the decision making process.</p> <p><u>LCS 2023-2024 Chronic Absentee Percentages</u></p> <p>Gr. Pre-K – 21%</p> <p>Gr. K – 20%</p> <p>Gr. 1 – 16%</p> <p>Gr. 2 – 14%</p> <p>Gr. 3 – 17%</p> <p>Gr. 4 – 14%</p> <p>Gr. 5 – 15%</p> <p>Gr. 6 – 14%</p> <p>Gr. 7 – 16%</p> <p>Gr. 8 – 16%</p>	<p>-School level data that prioritizes this area as needing improvement consists of lack of previous parent involvement. The LCS PTO has done a tremendous job year after year in working with our students and parents. We will encourage parents to join the PTO and work collaboratively together to become stronger. These groups 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	<p>Focus on safety and security for students to strengthen that Lincoln Community School is the school where the parents want their children to attend.</p> <p><u>LCS 2023-2024 Chronic Absentee Percentages</u></p> <p>Gr. Pre-K – 21%</p> <p>Gr. K – 20%</p> <p>Gr. 1 – 16%</p> <p>Gr. 2 – 14%</p> <p>Gr. 3 – 17%</p> <p>Gr. 4 – 14%</p> <p>Gr. 5 – 15%</p> <p>Gr. 6 – 14%</p> <p>Gr. 7 – 16%</p>	<p>-School level data that prioritizes this area as needing improvement consist of reviewing incident reports, disciplinary actions, suspension reports and H.I.B. reports.</p> <p>-Anti-bullying initiatives and ensuring a safe school environment to encourage attendance.</p> <p>-Implementation of stronger Code of Conduct violations.</p>

	Gr. 8 – 16%	
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Data-Informed Strategies to Address Student Absenteeism



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: Teachers should use lessons that connect to the students’ lives, community and identity to give a student a sense of belonging to the school community. Offer incentives to help combat barriers that prevent students from coming to school. Determine motivating factors and utilize them as incentives.</p> <p>Anticipated Outcome: Students that are more engaged in their learning activities are more likely to attend school.</p>	<p>Name(s): Carolyn Malanowski, Heather Zalis, Nicolette Pinto, Jennifer Titus, LCS Teachers</p> <p>Title(s): Principal, Asst. Principal, Guidance Counselor, S.A.C., LCS Teachers</p>	6/30/25
1 Universal	<p>Strategy Description: Make attendance an item for discussion at all school events including back-to-school night, parent conferences 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): Carolyn Malanowski, Heather Zalis, Nicolette Pinto, Jennifer Titus, LCS Teachers</p> <p>Title(s): Principal, Asst. Principal, Guidance Counselor, S.A.C., LCS Teachers</p>	6/30/25

<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): Carolyn Malanowski, Heather Zalis, Nicolette Pinto, Jennifer Titus, LCS Teachers</p> <p>Title(s): Principal, Asst. Principal, Guidance Counselor, S.A.C., LCS Teachers</p>	<p>6/30/25</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): Carolyn Malanowski, Heather Zalis, Nicolette Pinto, Jennifer Titus, LCS Teachers</p> <p>Title(s): Principal, Asst. Principal, Guidance Counselor, S.A.C., LCS Teachers</p>	<p>6/30/25</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	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: _____