

School Corrective Action Plan (CAP) for 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	Township of Union
Principal Name & School Name	Dr. Kira Baskerville-Williams - Franklin Elementary School
Date Presented to the Board of Education	4/29/25
Grade Levels	K-4
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Dr. Baskerville - Williams, Ms. December Moore, Mrs. Latoya Nelson-Piccott, Mrs. Bernadine Santoro, Mrs. Sharonda Walton
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	Grade K - 21%	Grade K - 74 students
2023-2024 Grade 1	Grade 1 - 38%	Grade 1 - 82 students
2023-2024 Grade 2	Grade 2 - 26%	Grade 2 - 84 students
2023-2024 Grade 3	Grade 3 - 25%	Grade 3 - 98 students
2023-2024 Grade 4	Grade 4 - 23%	Grade 4 - 92 students

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
Example: 1 F/R lunch student; 1 ELL student; 1 Spec. Ed. student Grade PK: List # of F/R Lunch; List # ELL; List # of Classified students Grade K F/R -7; ELL - 7; Spec. Ed - 7 Grade 1 F/R - 7; ELL - 7; Spec. Ed. -7 Grade 2 F/R-8; ELL - 8; Spec. Ed.- 8 Grade 3 F/R -4; ELL -4; Spec. Ed. -4 Grade 4 F/R- 7; ELL - 7; Spec. Ed - 7	LinkIt!	2-9% absent	Absenteeism data was reviewed by program and based on the data focused on F/R lunch, ELL status, and Special Education status.
Example: 1 F/R lunch student; 1 ELL student; 1 Spec. Ed. student Grade PK: List # of F/R Lunch; List # ELL; List # of Classified students Grade K Grade 1 Grade 2 Grade 3 Grade 4	LinkIt!	10-12% absent	Absenteeism data was reviewed by program and based on the data focused on F/R lunch, ELL status, and Special Education status.
Example: 1 F/R lunch student; 1 ELL student; 1 Spec. Ed. student Grade PK: List # of F/R Lunch; List # ELL; List # of Classified students Grade K Grade 1 Grade 2 Grade 3 Grade 4	LinkIt	13%+ absent	Absenteeism data was reviewed by program and based on the data focused on F/R lunch, ELL status, and Special Education status.

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- 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 Respondents	Parents' perceptions regarding the reasons why students are chronically absent	Percent
#30	(NJSCI SSR.4.) My child has a strong relationship with at least one adult in their school.	% - Strongly Disagree 7 % - Disagree 7 % - Agree 53 % - Strongly Agree 33
#31	(NJSCI SSR.4.) PS.2. My child feels safe at school.	% - Strongly Disagree 3 % - Disagree 6 % - Agree 55 % - Strongly Agree 35
#29	(NJSCI SVI.3.) In this school, my child has chances to: join clubs, groups, or other activities that interest them.	% - Strongly Disagree 7 % - Disagree 21 % - Agree 45 % - Strongly Agree 28
#32	(NJSCI FSE.2.) The school involves parents and families in making decisions.	% - Strongly Disagree 9 % - Disagree 25 % - Agree 41 % - Strongly Agree 25

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
Townhall Talks surrounding the importance of school attendance	Low parent participation
PTA meetings and Open House	We used avenues that typically held higher than normal parent participation to discuss the importance of attendance
Calls home on the day of absence and Attendance Letters sent home routinely for students with repetitive absences.	Created more communication between families and school.

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
Plan created with student, family, staff, and possibly external agencies.	Shared responsibility increased follow-through. Consistent monitoring was key.
Assign staff to monitor, support, and update plans for chronic cases.	Ensured accountability and coordination. Prevented students from falling through gaps.
Parent meeting to create goals towards improved attendance for students with 15 days absence.	Allowed for personalized, compassionate engagement. These meetings helped uncover deeper challenges such as chronic illness or family instability and improved family-school collaboration.
Counselor-led discussions for students with recurring absences.	Provided emotional support and peer understanding.



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	School Phobia / Anxiety	Chronic absenteeism rates higher in early grades (especially K-2) - Behavior referrals or counselor logs for emotional outbursts - Teacher observations of frequent visits to nurse or requests to go home early - Parent reports during conferences or meetings
2	Issues with Commuting to School	Attendance patterns - Lack of consistent arrival patterns flagged by teachers
3	Instability in Home Life	McKinney-Vento identification data - High mobility rate / multiple school transfers - Counselor or social worker case loads - Home visits or anecdotal evidence from staff
4	Chronic Illness	Excused absences due to medical reasons - Health office records (frequent nurse visits, medication logs) - Students with 504 plans or IEPs related to health - Parent documentation and communication with the nurse or administration

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	Strategy Description: Use themed weeks, posters, and student-led PSAs to highlight attendance. Anticipated Outcome: Increase awareness and ownership	Name(s): Dr. Kira Baskerville-Williams, Ms. December Moore, Mrs. Sharondra Walton, Mrs. Latoya Nelson-Piccott, Mrs. Bernadine Santoro Title(s): Principal, V.P. counselor, RTI, Literary Coach	06/2025
1 Universal	Strategy Description: Implement monthly or quarterly rewards for students with perfect or improved attendance (e.g., certificates, stickers, extra recess). Anticipated Outcome: Increase excitement and friendly competition.	Name(s): Dr. Kira Baskerville-Williams, Ms. December Moore, Mrs. Sharondra Walton, Mrs. Latoya Nelson-Piccott, Mrs. Bernadine Santoro Title(s): Principal, V.P. counselor, RTI, Literary Coach	06/25
2 Small Group	Strategy Description: Counselor-led discussions for students with recurring absences. Anticipated Outcome: Provide emotional support and peer understanding.	Name(s): Dr. Kira Baskerville-Williams, Ms. December Moore, Mrs. Sharondra Walton, Mrs. Latoya Nelson-Piccott, Mrs. Bernadine Santoro Title(s): Principal, V.P. counselor, RTI, Literary Coach	06/2025

3 Individualized	Strategy Description: Family meetings to review concerns and collaborate on solutions. Plan created with student, family, staff, and possibly external agencies. Anticipated Outcome: Shared responsibility will increase follow-through.	Name(s): Dr. Kira Baskerville-Williams, Ms. December Moore, Mrs. Sharondra Walton, Mrs. Latoya Nelson-Piccott, Mrs. Bernadine Santoro Title(s): Principal, V.P. counselor, RTI, Literary Coach	06/2025
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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	Implement monthly or quarterly rewards for students with perfect or improved attendance (e.g., certificates, stickers, extra recess).	Use themed weeks, posters, and student-led PSAs to highlight attendance.	02/25
2 Small Group	Counselor-led discussions for students with recurring absences.	Short-term goal-setting with student and family. Include reward for success.	02/25
2 Small Group	Daily greetings and accountability check-ins by a staff mentor.	Pair students for morning welcome and social connection.	02/25
3 Individualized	Family meetings to review concerns and collaborate on solutions.	Individual Attendance Plan created with student, family, staff, and possibly external agencies.	02/25

Percent of population currently Chronically Absent: 15.23% Date: 2/28/2025

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

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: _____