

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	Yvonne Lorenzo, Livingston 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)	Yvonne Lorenzo, Principal Leane Robson, School Counselor Stephanie Narciso, School Psychologist Alyssa Kolas, School Nurse Diane Lupo, Administrative Assistant Margaret Conforti, Administrative Assistant
Start Date of CAP	9/1/24

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	30.1% Chronically Absent	% represents 28 total students in grade level
2023-2024 Grade 1	19.7% Chronically Absent	% represents 15 total students in grade level
2023-2024 Grade 2	20.6% Chronically Absent	% represents 20 total students in grade level
2023-2024 Grade 3	17.0% Chronically Absent	% represents 15 total students in grade level
2023-2024 Grade 4	9.6% Chronically Absent	% represents 8 total students in grade level

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
K: 23 F/R; 2 Classified; 6 ELL Gr 1: 17 F/R; 5 Classified; 2 ELL Gr 2: 22 F/R; 8 Classified; 1 ELL Gr 3: 24 F/R; 5 Classified; 2 ELL Gr 4: 24 F/R; 10 Classified; 0 ELL	LinkIt!/Genesis	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.
K: 7 F/R; 0 Classified; 0 ELL Gr 1: 3 F/R; 1 Classified; 0 ELL Gr 2: 7 F/R; 2 Classified; 2 ELL Gr 3: 4 F/R; 2 Classified; 0 ELL Gr 4: 4 F/R; 3 Classified; 0 ELL	LinkIt!/Genesis	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.
K: 4 F/R; 0 Classified; 2 ELL Gr 1: 2 F/R; 0 Classified; 1 ELL Gr 2: 4 F/R; 3 Classified; 2 ELL Gr 3: 5 F/R; 2 Classified; 0 ELL Gr 4: 0 F/R; 0 Classified; 0 ELL	LinkIt!/Genesis	13%+ absent	Absenteeism data was reviewed by program and based on the data focused on F/R lunch, ELL status, and Special Education status.

- 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 them 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
#33	(NJSCI SSR.4.) My child has a strong relationship with at least one adult in their school.	0% - Strongly Disagree 15% - Disagree 45% - Agree 39% - Strongly Agree
#34	(NJSCI SSR.4.) PS.2. My child feels safe at school.	0% - Strongly Disagree 3% - Disagree 65% - Agree 32% - Strongly Agree
#32	(NJSCI SVI.3.) In this school, my child has chances to: join clubs, groups, or other activities that interest them.	6% - Strongly Disagree 34% - Disagree 44% - Agree 16% - Strongly Agree
#34	(NJSCI FSE.2.) The school involves parents and families in making decisions.	9% - Strongly Disagree 26% - Disagree 44% - Agree 21% - Strongly 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
Town Hall on Absenteeism and School/State Policy Open House speech includes message on Attendance PTA Meeting Monthly Newsletter includes positive message for good attendance	Attendance at these events has been varied. Work to increase communication and attendance at future functions.
Discussions regarding our students approaching high rates of absenteeism (approaching the 10% mark) at our weekly student support meetings that include members of Administration, CST, Guidance, and Office Managers..	Through these conversations about our higher risk students, individual plans are developed with the hopes of improving these students' attendance. Incentives have been developed for improved attendance.
Notify parents with letters and/or phone calls and explain the importance of school attendance and academic performance. Wellness checks.	Personalized letters to parent email addressing student repeated absences. Letters are sent after day 4, 7, 9, 15 and 18. Parents are receptive to letters and phone calls.

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
Review Genesis absenteeism report to monitor current at risk students and identify additional students approaching the 10% absent mark. Organize parent meetings for students approaching at risk mark. Establish goals and a plan to improve student attendance.	Since the implementation of this program, we have seen a slight decrease in student absences for the students approaching an at-risk level.
Second parent meeting regarding absences and strategies to improve attendance at 15 days absent Court Appearance at 18 days	Since the implementation of this program, we have seen a slight decrease in student absences for the students approaching an at-risk level.
Individual Student Attendance Plan for students who are frequently absent. Establish goals, incentives, and a plan to improve student attendance. Provide information to parents for Perform Care and other services through the district.	Creating individual student plans and building a home/school connection has proven to be beneficial in addressing some of our attendance concerns.
School Counselors run groups inclusive of students chronically absent to reinforce the importance of school attendance and the negative effect of chronic absenteeism	Students benefit from receiving resources and services through our counseling department/ CST and Nurse. Establishing personal connections with chronically absent students is a crucial step in addressing attendance challenges effectively. Some improvement seen.



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	Student anxiety	Parent conversations / counselor sessions with small group and individuals. CST included where applicable/ Records of sessions and student feedback
2	More frequent communication regarding absences and expectations throughout the year	Climate and culture survey and student information system / increase in direct communication through timely email notifications and phone calls/ Parent and student contact records / Notes in Genesis.
3	Implementation of school wide programs to address the importance of regular school attendance	Climate and culture survey and student information system / Student feedback
4	Create school climate that encourages and incentivizes and good attendance	Climate and culture surveys / Genesis records

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: Communicate with caregivers using emails, presentations, and parent workshops to encourage students to attend school on a regular basis. Anticipated Outcome: Easy communication can help to identify and rectify barriers to attendance.	Name(s): Yvonne Lorenzo, Leane Robson, Stephanie Narciso, Alyssa Kolas, Diane Lupo, Margaret Conforti Title(s): Principal, School Counselor, School Psychologist, School Nurse, Administrative Assistants	Ongoing
1 Universal	Strategy Description: Attendance letters and phone calls at intervals of 4, 7, 9, 15, 18 days Anticipated Outcome: Consistent communication can help to identify and rectify barriers to attendance.	Name(s): Yvonne Lorenzo, Alyssa Kolas, Diane Lupo, Margaret Conforti Title(s): Principal, School Nurse, Administrative Assistants	Ongoing
2 Small Group	Strategy Description: Make personal calls to families of at-risk students if a student is absent 5 or more days after the first marking period. Continue to send out quarterly attendance notification letters that indicate the percentage of the school year missed. Anticipated Outcome: Making personal calls to families of at-risk students when they are absent 5 or more days after the first marking period will foster a strong school-home partnership, resulting in increased parental awareness of attendance issues and potential barriers.	Name(s): Yvonne Lorenzo, Leane Robson, Stephanie Narciso, Alyssa Kolas, Diane Lupo, Margaret Conforti Title(s): Principal, School Counselor, School Psychologist, School Nurse, Administrative Assistants	Ongoing

3 Individualized	Strategy Description: Schedule a parent meeting with the committee and refer students for additional support and evaluation as needed. Determine cause for poor attendance and develop incentives/support systems that apply to the individual based on our findings. Anticipated Outcome: By creating a plan and 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, possible instability of home life, et al.	Name(s): Yvonne Lorenzo, Leane Robson, Stephanie Narciso, Alyssa Kolas, Diane Lupo, Margaret Conforti Title(s): Principal, School Counselor, School Psychologist, School Nurse, Administrative Assistants	Ongoing
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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	Communicate with caregivers using emails. presentations, and parent workshops to encourage students to attend school on a regular basis. Attendance letters and phone calls at intervals of 4, 7, 9, 15, 18 days	No change at this time.	February 2025
2 Small Group	Make personal calls to families of at-risk students if a student is absent 5 or more days after the first marking period. Continue to send out quarterly attendance notification letters that indicate the percentage of the school year missed.	No change at this time.	February 2025
3 Individualized	Schedule a parent meeting with the committee and refer students for additional support and evaluation as needed. Determine cause for poor attendance and develop incentives/support systems that apply to the individual based on our findings.	No change at this time.	February 2025

Percent of population currently Chronically Absent: 18.8% Date: 2/28/25

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: _____