

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	Kelly Piano, Washington Elementary School
Date Presented to the Board of Education	4/29/25
Grade Levels	Pre-K - 4
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Kelly Piano, administrator; Kim Marano, counselor; Mary Dianrdo, administrative asst.; Dr. Jen Olas, nurse; Darlene Garran, school psychologist
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 PK 2023-2024 Grade K 2023-2024 Grade 1 2023-2024 Grade 2 2023-2024 Grade 3 2023-2024 Grade 4 2023-2024 Grade 5 2023-2024 Grade 6 2023-2024 Grade 7 2023-2024 Grade 8 2023-2024 Grade 9 2023-2024 Grade 10 2023-2024 Grade 11 2023-2024 Grade 12	18% with 10 or more absences 12% with 10 or more absences 12% with 10 or more absences 6% with 10 or more absences 5% with 10 or more absences	19/108 students 12/101 students 13/111 students 6/95 students 6/117 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
Grade K 20 ; 6 ; 12 Grade 1 24 ; 8 ; 10 Grade 2 30 ; 6 ; 14 Grade 3 22 ; 2 ; 18 Grade 4 34 ; 5 ; 13	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.
Grade K 4 ; 2 ; 2 Grade 1 4 ; 1 ; 0 Grade 2 2 ; 0 ; 0 Grade 3 3 ; 0 ; 1 Grade 4 1 ; 0 ; 3	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.
Grade K 6; 3; 1 Grade 1 3 ; 1 ; 0 Grade 2 3 ;0; 1 Grade 3 1; 0; 1 Grade 4 0; 0; 0	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.

- 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
56	(NJSCI SSR.4.) My child has a strong relationship with at least one adult in their school.	2% - Strongly Disagree 14% - Disagree 57% - Agree 27% - Strongly Agree
57	(NJSCI SSR.4.) PS.2. My child feels safe at school.	0% - Strongly Disagree 7% - Disagree 65% - Agree 28% - Strongly Agree
56	(NJSCI SVI.3.) In this school, my child has chances to: join clubs, groups, or other activities that interest them.	9% - Strongly Disagree 16% - Disagree 62% - Agree 12% - Strongly Agree
59	(NJSCI FSE.2.) The school involves parents and families in making decisions.	8% - Strongly Disagree 34% - Disagree 47% - Agree 10% - 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
Townhall meetings, PTA meetings, Open House, weekly newsletter to discuss how attendance impacts academic performance	20/568 parents attended the Townhall on Chronic Absenteeism, 291/568 parents attended Open House, weekly views on newsletter are about 600 views per week
Utilize PBSIS as a reward system for increased attendance rates	There has been a slight improvement using PBSIS as a reward with a few students, but it's mostly the parents making the students late
Notify parents via attendance letter, wellness checks, conversation with parents	Parents seem to be receptive to attendance letters and phones 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
Meetings with parents, parent letters regarding absences at 4,7,9,12,15,18 increments	Parents are somewhat receptive to attendance letters, some are scared the student will be held back, some parents are upset because young children who are newly exposed to school get sick often until they build their immune system
Individual attendance plan with incentives	Consult with school counselor
Connect parents with Perform Care and outside agencies	CST follow up with families, school counselor set up outside services
DCPP, welfare checks, file truancy charges	Slight improvement when these services are used



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	anxiety	school counselor sessions and individual meetings, CST (when needed)
2	commuting issues	parent phone calls and school counselor to assist in carpooling
3	instability with home life	parent phone calls and school counselor to intervene
4	illness	nurse calls home and follows up with long term illnesses

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.	Name(s): Kelly Plano, Kim Marano, Mary Dinardo, Dr. Jen Olas, Darlene Garran	ongoing
	Anticipated Outcome: Easy communication can help to identify and rectify barriers to attendance.	Title(s): Principal, School Counselor, Administrative Assistant, Nurse, CST member	
1 Universal	Strategy Description: Attendance letters and phone calls	Name(s): Kelly Plano, Kim Marano, Mary Dinardo, Dr. Jen Olas, Darlene Garran	ongoing
	Anticipated Outcome: Reduce chronic absenteeism by making the parents aware of the current numbers of absences and how it impacts academic performance	Title(s): Principal, School Counselor, Administrative Assistant, Nurse, CST member	
2 Small Group	Strategy Description: Nurse and School Counselor check-ins	Name(s): Kelly Plano, Kim Marano, Mary Dinardo, Dr. Jen Olas, Darlene Garran	ongoing
	Anticipated Outcome: Gain insight as to why they are chronically absent and come up with a plan	Title(s): Principal, School Counselor, Administrative Assistant, Nurse, CST member	
3 Individualized	Strategy Description: Individual parent meeting, DCP, file truancy charges, CAP plan for attendance	Name(s): Kelly Plano, Kim Marano, Mary Dinardo, Dr. Jen Olas, Darlene Garran	ongoing
	Anticipated Outcome: Improve student attendance rates	Title(s): Principal, School Counselor, Administrative Assistant, Nurse, CST member	

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	February 2025
2 Small Group	Attendance letters and phone calls	parent contact - awareness	February 2025
2 Small Group	Nurse and School Counselor check-ins	check-ins	February 2025
3 Individualized	Individual parent meeting, DCP, file truancy charges, CAP plan for attendance	in-person meetings	February 2025

Percent of population currently Chronically Absent: 13% 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: _____