

Appendix A: Sample School Corrective Action Plan (CAP) Template 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	Moonachie School District
Principal Name & School Name	James Knipper, Robert L. Craig School
Date Presented to the Board of Education	October 15, 2024
Grade Levels	PK-8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Attendance Committee
Start Date of CAP	September 5 th , 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
2022-2023 Chronic Absenteeism	PK – 33% K – 18% 1 – 18% 4- 11% 5- 11% 6 – 15% 7 – 11% 8 – 30%	COIVD- Required Quarantine still in place during the 22/23 school year.

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 Band PK-8	RealTime Attendance Reporting	4-10 Days Absent	<ul style="list-style-type: none"> - 3, 5, & 10 Day Absent Letters - Dr. Notes Requested
Grade Band PK-8	RealTime Attendance Reporting	11-16 Days Absent	<ul style="list-style-type: none"> - 3, 5, & 10 Day Absent Letters - Dr. Notes Requested - Parent Conferences when Past 10 Days - Formal Notification of Absentee Rate - Required Summer Chronic Absenteeism Training for Parents/Guardians
Grade Band PK-8	RealTime Attendance Reporting	17+ Days Absent	<ul style="list-style-type: none"> - 3, 5, & 10 Day Absent Letters - Dr. Notes Requested - Parent Conferences when Past 10 Days - Formal Notification of Absentee Rate - Possible Truancy Charges - Individualized Attendance Plan created - Required Summer Chronic Absenteeism Training for Parents/Guardians

- 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
PK- 5/45 K- 5/37 4- 3/28 5- 4/40 6- 5/31 7- 7/51 8- 1/38	Respondents were allowed to select multiple options to indicate reasoning for excessive absences. 34/38 responses indicated ‘Illness’ as the main reason for absences. 10 respondents also provided ‘Vacations’ as a reason for absences.	89.5% of respondents indicated that ‘illness’ was the main reason for excessive absences.

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
Automatic call home when a student is absent. Personalized letters sent to the house addressing student's repeated absences.	This strategy is deemed effective on the ability to inform the household of the absence, attendance policy, and possible repercussions regarding continued absences.

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
Develop student check-ins with teacher and guidance to determine if there is something keeping the student from attending school on a regular basis.	Effective teacher-student-parent communication is the backbone to improving any student concern situation. This hold true with attendance.
Communication with families at intervals of absences (3, 5, 10, 20). Formal letters at each milestone & parent meetings scheduled at 10, 20, & so on.	Effective particularly in students for grades PK-5, Elementary/Early education, grade levels as parents are more involved.
Check-In-Check-Out with a mentor to with attendance as a goal.	Positive interactions with mentors encourage active attendance.
Required Summer Chronic Absentee training for Parents/Guardians	<p>Effective particularly in students for grades PK-5, Elementary/Early education, grade levels as parents are more involved.</p> <p>These trainings have resulted in positive feedback from parents and orally expressed sincere gained knowledge on the effects of chronic absenteeism.</p>
I&RS Referral for Attendance concerns after 18 absences.	Improvement with parent engagement in committee.



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	Educating families on the importance of daily attendance, especially in the Early Elementary Grades	High level of chronic absenteeism in Lower grades
2		
3		
4		

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	<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): TBA</p> <p>Title(s): Teachers, Support Staff, Administration</p>	mm/dd/yy
1 Universal	<p>Strategy Description: Using a text messages system such as Class Dojo & REMIND App to reach out to parents, especially in Early Education grades, to encourage students to attend school on a regular basis.</p> <p>Anticipated Outcome: Easy communication can help to identify and rectify barriers to attendance.</p>	<p>Name(s): TBA</p> <p>Title(s): Teachers and Administration</p>	mm/dd/yy
2 Small Group	<p>Strategy Description: Morning meetings & mentor programs, specifically Check-In-Check-Out, with reflection to student interests in order to create a more desirable school environment.</p> <p>Anticipated Outcome: The programs have been shown to</p>	<p>Name(s): TBA</p> <p>Title(s): Peers, Teachers and Support Staff</p>	mm/dd/yy

	<p>improve attendance and academic outcomes for students at all grade levels.</p>		
<p>3 Individualized</p>	<p>Strategy Description: Create individual student plans that include academic support and parent support to help the student feel empowered to attend school. 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: Having a set plan for the student will enable all teachers and staff to be on the same page to help support the student with attending school on a regular basis. 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): Teachers, I&RS Committee, Attendance Officer</p> <p>Title(s): Administration, Teachers and Support Staff</p>	<p>mm/dd/yy</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: _____