

# 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                                            | Mark Hoyt/ Battle Hill Elementary School                                                                                                                               |
| Date Presented to the Board of Education                                | 4/29/25                                                                                                                                                                |
| Grade Levels                                                            | PK-4                                                                                                                                                                   |
| Problem Solving Team Members (refer to Section 3: Problem Solving Team) | Mark Hoyt, Administrator; Erin Jackson, School Counselor; Rosera Reilly, Administrative Assistant; Melanie Lamar, School Nurse; Stephanie Sulcov, School Social Worker |
| 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                                  | 27.1%                                                       | 19 Students |
| 2023-2024 Grade K                                   | 16.6%                                                       | 12 Students |
| 2023-2024 Grade 1                                   | 13.6%                                                       | 10 Students |
| 2023-2024 Grade 2                                   | 16.3%                                                       | 10 Students |
| 2023-2024 Grade 3                                   | 16.6%                                                       | 11 Students |
| 2023-2024 Grade 4                                   | 14.2%                                                       | 12 Students |
| 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                                  |                                                             |             |

**Table 3: Corrective Action Plan Data, Systems Processes- Using Historical Data to Identify students at-risk of future chronic absenteeism**

| Unique Student Identifier<br>(Identifying Students At-Risk for Chronic Absenteeism)                                                                                                                           | Source  | Ranges of Absences | Notes                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Grade PK:13;1;21<br>Grade K: 18;6;13<br>Grade 1: 19;5;12<br>Grade 2: 8;0;7<br>Grade 3: 18;5;14<br>Grade 4: 15;0;17<br>Grade 5<br>Grade 6<br>Grade 7<br>Grade 8<br>Grade 9<br>Grade 10<br>Grade 11<br>Grade 12 | 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 PK: 3;0;4<br>Grade K: 2;0;1<br>Grade 1: 3;0;1<br>Grade 2: 5;0;3<br>Grade 3: 3;0;3<br>Grade 4: 3;0;5<br>Grade 5<br>Grade 6<br>Grade 7<br>Grade 8<br>Grade 9<br>Grade 10<br>Grade 11<br>Grade 12          | 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 PK:2;1;3<br>Grade K: 1;2;3<br>Grade 1: 2;0;3                                                                                                                                                            | 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. |

|                                                                                                                                               |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Grade 2: 0;1;2<br>Grade 3: 2;1;1<br>Grade 4: 3;0;2<br>Grade 5<br>Grade 6<br>Grade 7<br>Grade 8<br>Grade 9<br>Grade 10<br>Grade 11<br>Grade 12 |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

- 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                                                                         |
|-------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| #22               | (NJSCI SSR.4.) My child has a strong relationship with at least one adult in their school.                          | 0% - Strongly Disagree<br>0% - Disagree<br>52% - Agree<br>48% - Strongly Agree  |
| #24               | (NJSCI SSR.4.) PS.2. My child feels safe at school.                                                                 | 0% - Strongly Disagree<br>0% - Disagree<br>29% - Agree<br>71% - Strongly Agree  |
| #22               | (NJSCI SVI.3.) In this school, my child has chances to: join clubs, groups, or other activities that interest them. | 5% - Strongly Disagree<br>23% - Disagree<br>45% - Agree<br>27% - Strongly Agree |
| #24               | (NJSCI FSE.2.) The school involves parents and families in making decisions.                                        | 8% - Strongly Disagree<br>8% - Disagree<br>46% - Agree<br>38% - 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 | 20/464 parents attended the Townhall on Chronic Absenteeism, 158/461 parents attended Open House                                      |
| 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                                                                                                                                                                  |
| DCCP, 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<br>Universal      | <p>Strategy Description: Communicate with caregivers using emails, presentations, and parent workshops 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): Mark Hoyt, Erin Jackson, Rosera Reilly, Melanie Lamar, Stephanie Sulcov</p> <p>Title(s): Principal, School Counselor, Administrative Assistant, Nurse, CST member</p> | ongoing         |
| 1<br>Universal      | <p>Strategy Description: Attendance letters and phone calls</p> <p>Anticipated Outcome: Reduce chronic absenteeism by making the parents aware of the current numbers of absences and how it impacts academic performance</p>                                                 | <p>Name(s): Mark Hoyt, Erin Jackson, Rosera Reilly, Melanie Lamar, Stephanie Sulcov</p> <p>Title(s): Principal, School Counselor, Administrative Assistant, Nurse, CST member</p> | ongoing         |
| 2<br>Small Group    | <p>Strategy Description: Nurse and School Counselor check-ins</p> <p>Anticipated Outcome: Gain insight as to why they are chronically absent and come up with a plan</p>                                                                                                      | <p>Name(s): Mark Hoyt, Erin Jackson, Rosera Reilly, Melanie Lamar, Stephanie Sulcov</p> <p>Title(s): Principal, School Counselor, Administrative Assistant, Nurse, CST member</p> | ongoing         |
| 3<br>Individualized | <p>Strategy Description: Individual parent meeting, DCP, file truancy charges, CAP plan for attendance</p> <p>Anticipated Outcome: Improve student attendance rates</p>                                                                                                       | <p>Name(s): Mark Hoyt, Erin Jackson, Rosera Reilly, Melanie Lamar, Stephanie Sulcov</p> <p>Title(s): Principal, School Counselor, Administrative Assistant, Nurse, CST member</p> | ongoing         |

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

Percent of population currently Chronically Absent: 17.4% Date: 02/28/2025

## 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<br>Universal      | Fill in here           | Y/N             | mm/dd/yy        | %                                                                       |
| 2<br>Small Group    | Fill in here           | Y/N             | mm/dd/yy        | %                                                                       |
| 2<br>Small Group    | Fill in here           | Y/N             | mm/dd/yy        | %                                                                       |
| 3<br>Individualized | Fill in here           | Y/N             | mm/dd/yy        | %                                                                       |

Percent of population currently Chronically Absent: \_\_\_\_\_ Date: \_\_\_\_\_