

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	David Shaw - Hannah Caldwell Elementary School
Date Presented to the Board of Education	4/29/25
Grade Levels	Pre-K through 4
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	David Shaw (Principal), Gina McDowell (Vice Principal), Anaelisa Ramirez (Nurse), Janette Tramuta (School Counselor)
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	11%	12
2023-2024 Grade 1	17%	19
2023-2024 Grade 2	15%	15
2023-2024 Grade 3	7%	8
2023-2024 Grade 4	15%	18

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 - 39 Students Grade 1 - 64 Students Grade 2 - 83 Students Grade 3 - 70 Students Grade 4 - 64 Students	Student Database	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 Students Grade 1 - 0 Students Grade 2 - 4 Students Grade 3 - 5 Students Grade 4 - 4 Students	Student Database	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 - 8 Students Grade 1 - 12 Students Grade 2 - 2 Students Grade 3 - 5 Students Grade 4 - 5 Students	Student Database	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
#49	(NJSCI SSR.4.) My child has a strong relationship with at least one adult in their school.	4% - Strongly Disagree 8% - Disagree 53% - Agree 35% - Strongly Agree
#49	(NJSCI SSR.4.) PS.2. My child feels safe at school.	2% - Strongly Disagree 12% - Disagree 51% - Agree 35% - Strongly Agree
#49	(NJSCI SVI.3.) In this school, my child has chances to: join clubs, groups, or other activities that interest them.	6% - Strongly Disagree 24% - Disagree 51% - Agree 18% - Strongly Agree
#49	(NJSCI FSE.2.) The school involves parents and families in making decisions.	12% - Strongly Disagree 40% - Disagree 38% - 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
Town Hall Meeting to outline importance of attendance and chronic absenteeism.	Hold meetings at different times to accommodate more parents.
PTA and Open House meetings to further discuss the importance of attendance	Provide parents with data and articles outlining the importance of attendance.
Attendance letters sent for students at 4,7,9 absences.	Genesis generated letters in the early phases were not effective. Emails and USPS mailed letters were more effective.

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
Attendance letters sent for students at 12,15 and 18 absences. Parent phone call regarding absences and strategies to improve attendance at 12 absences.	Genesis generated letters in the early phases are often not effective. Direct emails and USPS mailed letters are more effective. Create an individualized attendance improvement plan when applicable.
Parent meeting regarding absences and strategies to improve attendance at 15 absences.	Provide adjustments to the attendance improvement plan. Continue to mail attendance letters.
Coordination with municipal court for truancy.	Work with the local municipality and county services to develop multiple strategies in order to resolve chronic absenteeism for our highest offenders.



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 or school phobia	school counselor, child study team, nurse, administration
2	transportation concerns	school counselor, child study team, nurse, administration
3	illness	school counselor, child study team, nurse, 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	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.	David Shaw, Gina McDowell, Anaelisa Ramirez, Janette Tramuta Principal, Vice Principal, School Nurse, School Counselor	February 2025
1 Universal	Using a text messages system such as Remind App and Class Dojo to reach out to parents, especially in Early Education grades, to encourage students to attend school on a regular basis. Using direct forms of communication will assist in creating dialogue and build a relationship between school and parents.	David Shaw, Gina McDowell, Anaelisa Ramirez, Janette Tramuta Principal, Vice Principal, School Nurse, School Counselor	February 2025
2 Small Group	Using Class meetings and mentor programs to draw attention to and provide support for students. The programs have been shown to improve attendance and academic outcomes for students at all grade levels.	David Shaw, Gina McDowell, Anaelisa Ramirez, Janette Tramuta Principal, Vice Principal, School Nurse, School Counselor	February 2025

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 Individualized	Anxiety or school phobia	Check-ins and counseling logs	February 2025
2 Individualized	transportation concerns	identify and log absences related to transportation	February 2025
2 Individualized	chronic illness	identify and log	February 2025

Percent of population currently Chronically Absent: 12.2 % Date: 2/3/25

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: _____