

# Maud Abrams School- Attendance Corrective Action Plan 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	Lower Township Elementary
Principal Name & School Name	John King- Maud Abrams
Date Presented to the Board of Education	
Grade Levels	3-4
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	ScIP and I&RS
Start Date of CAP	9/1/25

## 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
Power School- 3rd Grade 2024-25	9.5%	
Power School- 4th Grade 2024-25	13.2%	
Power School- 3rd Grade 2023-24	17.3%	
Power School- 4th Grade 2023-24	14.8%	

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

**2023-24 School Year Data**

Unique Student Identifier (Identifying Students At-Risk for Chronic Absenteeism)	Source	Ranges of Absences	Notes
3rd Grade- (% of grade) 4th Grade- (% of grade)	PowerSchool Attendance review	4-10	-Principal or counselor check-in -Letters sent on the 4th/8th/10th days -Doctor’s note requested
3rd Grade- (% of grade) 4th Grade- (% of grade)	PowerSchool Attendance review	11-17	-Principal or counselor check-in -Letters sent on the 11th and subsequent days -Doctor’s note requested -Truancy Officer notified
3rd Grade- (% of grade) 4th Grade- (% of grade)	PowerSchool Attendance review	18+	-Principal or counselor check-in with student and parent -Letters sent on the 11th and subsequent days -Doctor’s note requested -Truancy Officer notified -DCPP alerted where applicable

- 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
30 (69.8%)	Student illness keeping students home.	69.8%
6(14%)	Student behavior is negative	14%
5(11.6%)	Students do not take pride in their school	11.6%
5 (11.6%)	Vacation	11.6%
1 (2.3%)	Parents do not have means to bring students to school if they miss the bus.	2.3%

## 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
<p>The Nurse's office calls home for each unreported absence. Four, eight, and ten day attendance letters are sent home to report the student's collective absences. These letters provide insight on the impact of good attendance, offer ways to communicate with school personnel, and notifies families of potential consequences for future excessive absences.</p>	<p>This strategy is effective. Most families engage with the nurse's clerk when she does her check-in. Several parents have called for follow-up after receiving their attendance notification letter. This provides an opportunity to discuss things that impact the child's attendance and ways to improve it.</p>
<p>Breakfast is provided for all students. It is served in the classroom and provides time to eat and socialize with peers.</p>	<p>The Food Research and Action Center notes that school breakfast is linked to less absenteeism and tardiness, and fewer disciplinary referrals.</p>
<p>Tell Me Something Good done first thing in the morning. Positive reports from students who have arrived on time and relayed on the morning announcements. Recognition through certificates for perfect attendance. Character trait of the month award winners are read on the morning announcements first thing in the morning.</p>	<p>Promoting a positive start to the day encourages students to feel comfortable and ready to learn. The effectiveness of perfect attendance certificates is uncertain.</p>

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
The principal will follow-up with families after attendance letters have been sent out. A phone or in-person meeting will be scheduled to discuss barriers to attendance and create a student support plan.	Fill in here
Students who miss 11 days are scheduled for academic make up sessions after school to assist with make-up work. Communication with teachers critical to assist with generating work.	Fill in here
Discussion with school counselor, family members regarding importance of attendance and offering any assistance if needed.	Fill in here
Referral to Truancy officer.	Fill in here

## 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	Transportation to and from school	parent survey
2	Student engagement	Spring student survey
3	Parent engagement/support	Summer parent survey

## 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
<p style="text-align: center;">1 Universal</p>	<p>Strategy Description: SEL lessons and best practices should be routinely employed throughout the school. This includes PATHS lessons and class meetings in the classrooms, as well as supplementary SEL activities/programs provided by school personnel.</p> <p>Anticipated Outcome: Students that feel that they belong in their school community will be more engaged in the learning process and willing to attend school.</p>	<p>Name(s): Variety of school personnel</p> <p>Title(s): Administration, teachers, student support personnel</p>	<p>Ongoing throughout the school year</p>
<p style="text-align: center;">1 Universal</p>	<p>Strategy Description: Ongoing communication should be used to build relationships with students' families. Phone calls, social media posts, mailings, weekly notices (via Thursday folders), and other correspondence can help facilitate positive and proactive communication with families.</p> <p>Anticipated Outcome: Clear communication helps build trust and understanding. In doing this, we foster relationships that afford us opportunities to communicate the importance of regular attendance and its impact on student well-being and achievement.</p>	<p>Name(s): Variety of school personnel</p> <p>Title(s): Administration, teachers</p>	<p>Ongoing throughout the school year</p>

<p>2 Small Group</p>	<p>Strategy Description: Students who are at-risk can participate in a variety of small group activities. This can be done with the guidance counselor, social worker, or vice principal, related arts teachers. These opportunities showcase positive activities at school, help build peer:peer and student:adult relationships, and contribute to a more positive school culture overall.</p> <p>Anticipated Outcome: Enhancing the school's culture and strengthening students' social networks encourage more consistent school attendance.</p>	<p>Name(s): Variety of school personnel</p> <p>Title(s): Administration, teachers, student support personnel; special area teachers</p>	<p>Ongoing throughout the school year</p>
<p>3 Individualized</p>	<p>Strategy Description: Prior to referral to truancy court, families of students chronically absent will be provided with an opportunity to attend a class orchestrated by NJ4s to provide assistance with strategies intended to assist families with getting their child to school.</p>	<p>Name: NJ4s</p> <p>Title: Referral from truancy officer with the assistance of building principal.</p>	<p>Ongoing throughout the school year</p>
<p>3 Individualized</p>	<p>Strategy Description: Student support plans are created by a variety of school stakeholders, ranging from administration, to school personnel, to student families/caregivers. These plans address the barriers that prevent the student from attending school, focusing on the academic, physical (health), and social-emotional aspects.</p> <p>Anticipated Outcome: Having a strategic, individualized plan will help address the barriers the student is facing. Increasing the specific supports needed for the student will improve their attendance and overall well-being.</p>	<p>Name(s): Variety of school personnel</p> <p>Title(s): Administration, teachers, student support personnel; special area teachers</p>	<p>Ongoing throughout the school year</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		Y/N	mm/dd/yy	%
2 Small Group		Y/N	mm/dd/yy	%
2 Small Group		Y/N	mm/dd/yy	%
3 Individualized		Y/N	mm/dd/yy	%

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