

# 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	Lower Township Elementary School District
Principal Name & School Name	Rachel Howgate, David C. Douglass Veterans Memorial School
Date Presented to the Board of Education	October 2025
Grade Levels	Preschool
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Rachel Howgate, Carolann Mastalski, Meg Desmond, Hannah Nelson, Beverly Righter
Start Date of CAP	September 2, 2025

## 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**

<b>Chronic Attendance Early Warning System Data Source</b>	<b>Prior year attendance data % of students Chronically Absent</b>	<b>Notes</b>
2022 - 2023 School Wide Chronic Absenteeism Data	30.8%	30.8% of our students were chronically absent during the 2022 - 2023 school year.
2023 - 2024 Preschool Chronic Absenteeism Data	16%	There was a higher percentage of preschool students who were chronically absent this past school year.
2024-2025 Preschool Chronic Absenteeism	16%	This is a combined total of Kindergarten and Preschool students. Memorial School transitioned to a Preschool-only building for the 2025-2026 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
<ul style="list-style-type: none"> <li>● 29 kindergarten students</li> <li>● 8 preschool students</li> </ul>	PowerSchool Attendance Overview	12 - 17 days absent in the past school year	Letters are sent home once students accumulate 4, 8 and then 10 absences. Doctor's notes are requested.
<ul style="list-style-type: none"> <li>● 10 kindergarten students</li> <li>● 12 preschool students</li> </ul>	PowerSchool Attendance Overview	18 - 22 days absent in the past school year	The guidance counselor and principal check-in with specific families. Letters are sent quarterly for subsequent absences. Once students accumulate so many absences, we consult with the truancy officer.
<ul style="list-style-type: none"> <li>● 8 students</li> <li>● 10 students</li> </ul>	PowerSchool Attendance Overview	23 or more days absent in the past school year	A parent meeting is requested and truancy charges are possibly filed. Letters are sent for subsequent absences.

- 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
6	Students do not take pride in their school	7.3%
6	Overall student behavior in the school is negative	7.3%
14	A student to adult relationship has not been established	17.1%
10	Students lack friends/classmates they can trust and talk to	12.2%
67	Illness	81.7%
24	Other	29%

## 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
During morning meetings we include lots of positive, motivating activities and recognitions that excite students. Topics such as attendance, activity forecasting, games, and jokes are routine parts of morning activities.	Morning announcements and activities are meaningful for students. They seem to enjoy them and it appears to start their days positively.
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 notify families of potential consequences for future excessive absences.	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.
Breakfast is provided for all students. It is served in the classroom and provides time to eat and socialize with peers.	The Food Research and Action Center notes that school breakfast is linked to less absenteeism and tardiness, and fewer disciplinary referrals.

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
For preschool, the CPIS reaches out to families who struggle with getting their children to school on time or at all. This may include a home visit and/or connection to a community resource.	This strategy is impactful, when combined with other supporting factors. With intensive and frequent support, many families have improved their child's attendance.
Chronically absent students can be referred to the PIRT committee for review to see what action needs to be taken at school. This often involves contact by the nurse or guidance counselor, who may then recommend community resources.	This strategy is impactful, when combined with other supporting factors. With intensive and frequent support, many families have improved their child's attendance.
The principal will follow-up with families after attendance letters have been sent out. Oftentimes, a phone or in-person meeting will be scheduled to discuss barriers to attendance and create a student support plan.	In conjunction with other measures, this strategy is effective. It does require consistent communication to be impactful.

## 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	It has been noted that parents often say that their child is absent because they have missed the bus and have no way of transporting their child to school.
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
1 Universal	<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>	Ongoing throughout the school year
1 Universal	<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>	Ongoing throughout the school year
2	<p>Strategy Description: Students who are at-risk</p>	<p>Name(s): Variety of school personnel</p>	Ongoing

<p>Small Group</p>	<p>can participate in a variety of small group activities. This can be done with the guidance counselor, or preschool support personnel. 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>Title(s): Administration, teachers, student support personnel; special area teachers</p>	<p>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	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.	Fill in here	mm/dd/yy
2 Small Group	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.	Fill in here	mm/dd/yy
2 Small Group	Students who are at-risk can participate in a variety of small group activities. This can be done with the guidance counselor, or preschool support personnel. These opportunities showcase positive activities at school, help build peer:peer and student:adult relationships, and contribute to a more positive school culture overall.	Fill in here	mm/dd/yy
3 Individualized	Student support plans are created by a variety of school stakeholders, ranging from administration, to school personnel, to	Fill in here	mm/dd/yy

	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.		
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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	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.			%
2 Small Group	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.			%
2 Small Group	Students who are at-risk can participate in a variety of small group activities. This can be done with the guidance counselor, or preschool support personnel. These opportunities showcase positive activities at school, help build peer:peer and student:adult relationships, and contribute to a more positive school culture overall.			%
3 Individualized	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.			
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