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 School District
Principal Name & School Name	Allyson O'Shea - Carl T. Mitnick School
Date Presented to the Board of Education	September 2026
Grade Levels	Kindergarten, First, and Second Grades
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	ScIP Team and I&RS Committee
Start Date of CAP	September 2026

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
2025-2026 School Year- Local data through PowerSchool reports	13.2% of students	Chronically absent by grade level: 47.3% in Kindergarten, 20% in first grade, 32.7% in second grade.
2024-2025 School Year- Local data through PowerSchool reports	17% of students	Chronically absent by grade level: 41% in preschool, 28% in first grade 31% in second grade
2023-2024 School Year- NJ School Performance Report	25.4% of students	Chronically absent by grade level: 31% in preschool, 22% in first grade, 28% in second grade
2023-2024 School Year- NJ School Performance Report	19.4% of students	Chronically absent by grade level: 35% in preschool, 19% in first grade, 19% in second grade

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
Grades: Kindergarten (26 students), First (11 students), and Second (18 students)	PowerSchool Attendance review	4-10 days	* Principal or counselor check-in * Letters sent on the 4th/8th/10th days * Doctor's note requested
Grades: Kindergarten (26 students), First (11 students), and Second (18 students)	PowerSchool Attendance review	11-16 days	* I&RS Committee review * Truancy officer consulted * Principal or counselor check-in * Letters sent for subsequent absences * Doctor's note requested
Grades: Kindergarten (26 students), First (11 students), and Second (18 students)	PowerSchool Attendance review	17+ days	* Parent meeting requested * Possible truancy charges filed * I&RS Committee review * Truancy officer consulted * Principal or counselor check-in * Letters sent for subsequent absences * Doctor's note requested

- 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.

2025-2026 Student Absent Data
(source: PowerSchool report of local data)

0-3 Absences			4- 10 Absences			11-16 Absences			17+ Absences		
K	First	Second	K	First	Second	K	First	Second	K	First	Second
6	31	17	31	76	83	37	80	41	26	11	18
School total: 54 (13% of students)			School total: 190 (45.6% of students)			School total: 158 (38% of students)			School total: 82 (13.9% of students)		

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.

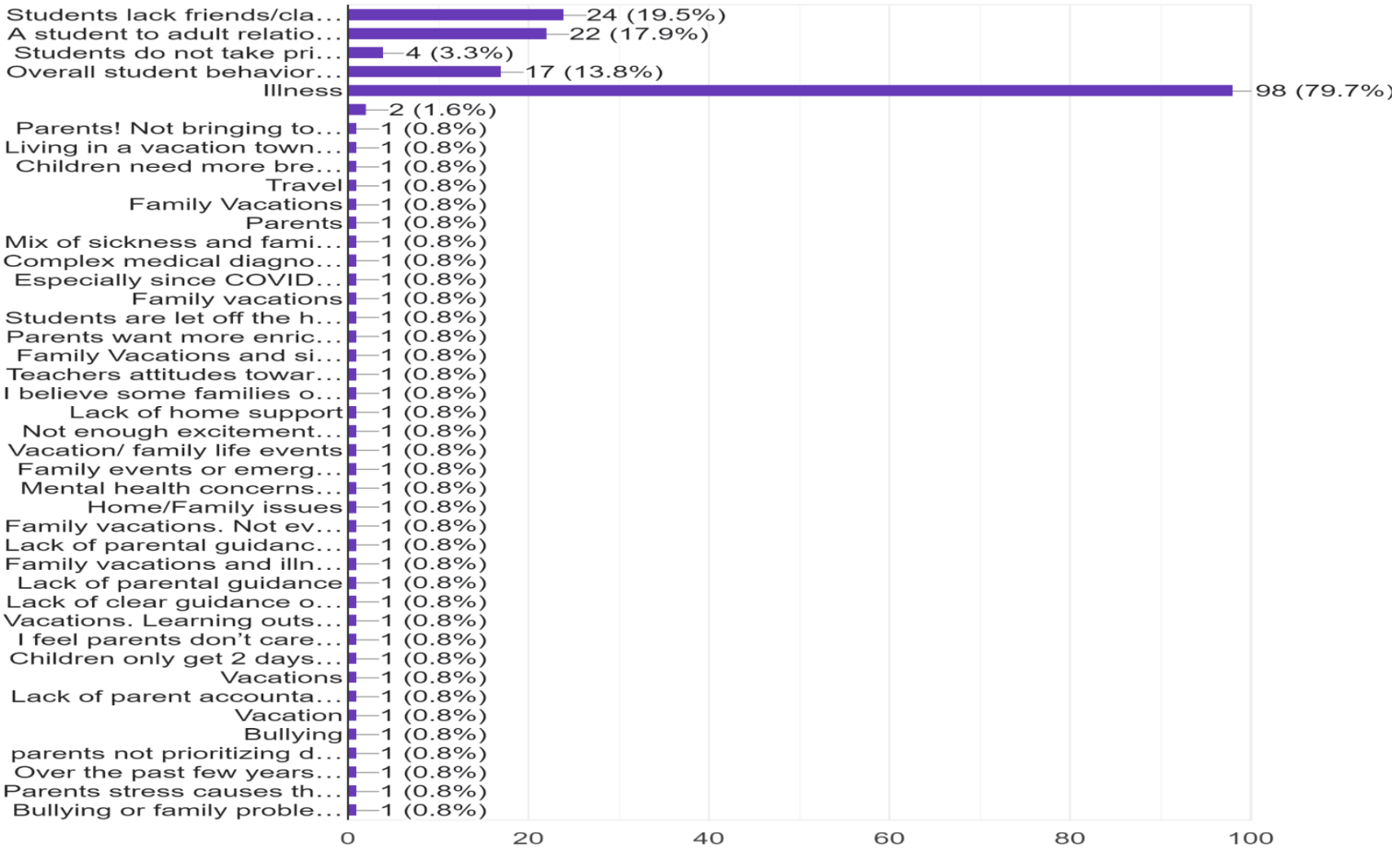
Table 4: Corrective Action Plan Data, Parent Survey Results Analysis

Total responses	Parents' perceptions regarding the reasons why students are chronically absent	Percent
24	Students lack friends/classmates they can trust and talk to.	19.5%
22	A student-to-adult relationship has not been established.	17.9%
4	Students do not take pride in their school.	3.3%
17	Overall, student behavior in the school is negative.	13.8%
98	Illness	79.7%
37	Other	<0.8% for each response

In summary, we had 123 respondents complete our Google Form that was shared on our school Facebook page. The survey had one question: "As a parent/guardian, why do you believe students are chronically absent (18 or more absences) from school? Please check all that apply." There were four fixed responses (listed in the table above), and one open-ended response. The data is listed below.

As a parent/guardian, why do you believe students are chronically absent (18 or more absences) from school? Please check all that apply.

123 responses



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
We start our days positively with a variety of joy activities- hallway dance parties, student-led announcements, the guidance counselor doing student recognition for students of the week, the principal recognizing Bucket Fillers, and workout activities with the gym teacher. Because announcements are often done in classrooms or in the presence of students, they want to be in class and ready to start the day.	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 into 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 a 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 Kindergarten, the Guidance Counselor 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.
For first and second grades, teachers report students who miss significant instructional time due to tardiness or excessive absences. The student is then referred to the I&RS 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.
Chronically absent students have been referred for summer tutoring or ESY.	When students' families have accepted this opportunity, it has helped students maintain their content knowledge and skill set for the upcoming school year.

Beginning

Identified Areas for Improvement

Factors Contributing to 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



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	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. Anticipated Outcome: Students who feel that they belong in their school community will be more engaged in the learning process and willing to attend school.	Name(s): Variety of school personnel Title(s): Administration, teachers, student support personnel	Ongoing throughout the school year
1 Universal	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. 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.	Name(s): Variety of school personnel Title(s): Administration, teachers	Ongoing throughout the school year

2 Small Group	Strategy Description: At-risk Students can participate in a variety of small group activities. This can be done with the guidance counselor, gym teacher, or art teacher. These opportunities showcase positive activities at school, help build peer-to-peer and student-adult relationships, and contribute to a more positive school culture overall. Anticipated Outcome: Enhancing the school's culture and strengthening students' social networks encourages more consistent school attendance.	Name(s): Variety of school personnel Title(s): Administration, teachers, student support personnel; special area teachers	Ongoing throughout the school year
3 Individualized	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. 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.	Name(s): Variety of school personnel Title(s): Administration, teachers, student support personnel; special area teachers	Ongoing throughout the school year

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 their 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	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.	* PATHS lessons are being implemented routinely. * SEL lessons by school personnel are conducted proactively and in response to students' needs.	
2 Small Group	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.	* A letter regarding school attendance/4 4-hour school day was sent to families in December 2024. * Students at risk for chronic absenteeism/tardiness have received letters detailing their current status on a routine basis.	
2 Small Group	Strategy Description: At-risk Students can participate in a variety of small group activities. This can be done with the guidance counselor, gym teacher, or art teacher. These opportunities showcase positive activities at school, help build peer-to-peer and student-adult relationships, and contribute to a more positive school culture overall.	* Guidance counselors and CPIS have conducted small group activities to help build rapport and share positive experiences at school. * Special area teachers (Gym, Library, Art, and STEM) have facilitated small group times to promote social skills and build school climate.	

3 Individualized	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.	*Individual family conferences have been held with parents/guardians, administration, guidance, and/or CST personnel. * Personal, handwritten notes have been included on regular attendance correspondence, encouraging families to maintain contact with school personnel.	

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 their 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 the outcome is not met, % of students receiving intervention who remain CA
1 Universal	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.			n/a
2 Small Group	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.			n/a
2 Small Group	Strategy Description: At-risk Students can participate in a variety of small group activities. This can be done with the guidance counselor, gym teacher, or art teacher. These opportunities showcase positive activities at school, help build peer-to-peer and student-adult relationships, and contribute to a more positive school culture overall.			n/a
3 Individualized	Strategy Description: Student support plans are created by a variety of school stakeholders, ranging from administration to school personnel to student			n/a

	families/caregivers. These plans address the barriers that prevent the student from attending school, focusing on the academic, physical (health), and social-emotional aspects.			

Percent of population currently Chronically Absent: _____%____ Date: _____