

North Wildwood School District 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	North Wildwood School District
Principal Name & School Name	Philip Schaffer & Margaret Mace School
Date Presented to the Board of Education	June 24, 2024
Grade Levels	PreK - 8
Problem Solving Team Members	CSA, Assistant Principal, Supervisor of CST/Student Services, Guidance Counselor, Grade level Teacher, Grade Level Teacher
Start Date of CAP	September 3, 2024

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.

Table 2: Corrective Action Plan Data, Systems Processes-

Chronic Attendance Early Warning System Data Source	Prior year attendance data % of students Chronically Absent	Notes
Real Time SIS Attendance Reports - Schoolwide	22.4% (16% state average)	Taken from NJ Performance Report
Real Time SIS Attendance Reports - White	18.3% (16% state average)	Taken from NJ Performance Report
Real Time SIS Attendance Reports – Economically Disadvantaged Students	34.3% (16% state average)	Taken from NJ Performance Report
Real Time SIS Attendance Reports – Students with Disabilities	22.5% (16% state average)	Taken from NJ Performance Report

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.

North Wildwood School District Parent Survey for Academics and Attendance

Inventory of Current Strategies

Tier 1

Tier 1: Ensure the following are incorporated into Tier 1 of the academic, behavioral, and wellness RTI frameworks, as appropriate:

1. School-level attendance data monitoring to identify school-wide trends and individual students at risk.
2. Positive behavior approaches (e.g., Positive Behavior Interventions and Supports, Responsive Classrooms).
3. Incentives for good and improved attendance.
4. Personalized outreach strategies to communicate with students and families. Very strongly recommended is the consistent-across-schools use of telephone and text alerts to notify parents and guardians of absences.

The following practices should also be considered for inclusion in Tier 1 frameworks as options schools should consider:

- Promote participation in prevention-focused programming such as Neighborhood and Community Services programming, the Middle School athletics and extra curricular program, parenting programs, and others.
- Host resource fairs and other events to expose families and students to school- and community-based services.
- Implement trauma-informed practices throughout the school.
- Provide families with information on other services, messaging on attendance, and resources to support school engagement at time of registration
- Encourage full utilization of free and reduced price meals for all eligible students and connect youth to out of school time programs that provide meals and snacks.
- Promote access to health and wellness screenings

In all tiered systems of support there are multiple interventions offered to students according to their needs. All students participate in instructional opportunities at tier 1. Some youth may require tier 2 or 3 services for a variety of reasons, and, while certain concerns will automatically “trigger” a referral to tier 2 or 3 services, other issues and circumstances may also indicate the need for more intensive intervention. For example, while missing 10-20% of school days by the end of 1st quarter (4-9 days out) would automatically trigger a referral to tier 2, another youth might be referred after missing only 3 days, if this was a continuing pattern from the previous year and the student’s grades were poor.

Tier 2/3

Tier 2: Include attendance triggers for when students have missed 10-19% of school days and ensure the following are incorporated into Tier 2 of the academic, behavioral, and wellness RTI frameworks, as appropriate:

1. Attendance plan, signed by parent and student, that includes acknowledgement of the importance of attendance; and individual/family responsibilities, such as setting alarms, consistent bedtimes, identification of neighbors who can provide rides if needed, visiting the doctor when sick, etc.
2. Attendance-focused group-level intervention that includes a monitoring component, such as Check and Connect and Attendance Circles.
3. Additional incentives for improved attendance.
4. Exploration of non-traditional school programs and flexible scheduling options.

Tier 3: Include attendance triggers for when students have missed 20% or more of school days, and ensure the following are incorporated into Tier 3 of the academic, behavioral, and wellness RTI frameworks, as appropriate:

1. Review IEP for potential revisions, if applicable.
2. Return to Learn, if applicable.
3. Available wraparound interventions, such as: a. Family Resource Meetings b. Family Partnership Meetings c. Wraparound Fairfax d. Neighborhood Networks
4. Court referral – only if all other interventions have not worked



Identified Areas for Improvement

Factors Contributing Towards Chronic Absenteeism

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	Economically Disadvantaged Students	NJ School Performance Report – 24 students making up 34.3% of students chronically absent

Corrective Action Plan Identified Areas for Improvement, Action Items

Tier	Data-Driven Strategies	Problem-Solving Team Member(s)	Completion Date
1	Strategy Description: Anticipated Outcome:	Name(s): Title(s):	mm/dd/yy
1	Strategy Description: Anticipated Outcome:	Name(s): Title(s):	mm/dd/yy
3	Strategy Description: Anticipated Outcome:	Name(s): Title(s):	mm/dd/yy



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			mm/dd/yy
2			mm/dd/yy
3			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.

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		Y/N	mm/dd/yy	%
2		Y/N	mm/dd/yy	%
3		Y/N	mm/dd/yy	%

Percent of population currently Chronically Absent: _____ Date: ____

