

J. Harvey Rodgers School / Mitcho ECC

Chronic Absenteeism Corrective Action Plan

Editable Working Document • 2026–2027

1. CAP Overview

Item	Information
District Name	Glassboro Public School District
Principal Name & School Name	Brandi Sheridan / Karen Carino, J. Harvey Rodgers / Mitcho ECC
Date Presented to Board of Education	September 2026
Grade Levels	PreK & K
Problem-Solving Team Members	Karen Carino; Brandi Sheridan; Christine Williams; Amanda Brice; Kelly Franklin-Moxy; Annette Rainear; Tricia Scappa; Nina Gomez; Suzanne Rutter
Start Date of CAP	September 8, 2026

NJDOE requires a corrective action plan when 10% or more of a school's students are chronically absent. Chronic absenteeism means missing 10% or more of the school year.

2. Chronic Absenteeism Data

Student Group	Chronic Absenteeism
Schoolwide	24.10%
White	12.80%
Hispanic	28.20%
Black or African American	31.80%
Asian, Native Hawaiian, or Pacific Islander	*
American Indian or Alaska Native	*
Two or More Races	23.10%
Female	22.90%
Male	25.30%
Non-Binary / Undesignated Gender	*
Economically Disadvantaged Students	32.50%
Non-Economically Disadvantaged Students	Not provided
Students with Disabilities	28.60%
Students without Disabilities	Not provided
English Learners	18.20%

3. Systems Processes / Early Warning Data

Data Source	Prior-Year Chronic Absenteeism	Notes
Schoolwide attendance data	24.10%	Schoolwide rate exceeds the 10% threshold requiring a CAP.
Student subgroup attendance data	32.50% / 31.80% / 28.60% / 28.20%	Highest reported rates: economically disadvantaged 32.5%; Black/African American 31.8%; students with disabilities 28.6%; Hispanic 28.2%.

Additional subgroup review	18.20% / 12.80% / 23.10%	English learners 18.2%; White 12.8%; Two or More Races 23.1%. Female 22.9%; Male 25.3%.
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4. Historical Data to Identify Students At Risk (*N/A – no historical data for K*)

To be completed using student-level historical attendance data. Do not include personally identifying student information in the CAP. Review subgroup data to help target interventions.

Unique Student Identifier	Source	Range of Absences	Notes

5. Parent/Caregiver Survey

NJDOE requires the school to solicit parent/guardian input, including a survey about perceived reasons for chronic absence and recommendations for improving attendance. Complete this section after survey data are collected.

Total Responses	Parents' Perceptions / Reasons	Percent
9 PreK responses	Early morning (9am); sick; bus stop time for siblings interferes	
4 K responses	none	

6. Inventory of Current Tier 1 / Universal Strategies

Current Strategy	Reflection
Districtwide family communication regarding attendance expectations, chronic absenteeism, and updated Policy/Regulation 5200.	A districtwide structure is in place, but the 24.1% schoolwide chronic absenteeism rate indicates a need for continued, consistent messaging and follow-up.
Parent/guardian monitoring and communication through the PowerSchool Parent Portal and direct school contact when absences occur.	Provides families access to attendance information; effectiveness should be strengthened through proactive outreach when patterns begin to emerge.
School-based review of attendance patterns with administration and attendance/support personnel.	Existing progressive attendance procedures support early identification; school-level data should be reviewed routinely and disaggregated by subgroup.

7. Inventory of Current Tier 2/3 Strategies

Current Strategy	Reflection
Targeted parent/guardian notification when students demonstrate concerning absence patterns.	Consistent thresholds and documentation are needed so outreach occurs before a student reaches chronic absenteeism.
Individual attendance review by school administration and appropriate support personnel.	Review should identify patterns and barriers and determine whether additional supports are needed.

Attendance Improvement Plan for students with repeated or excessive absences.	Plans should be individualized, include family partnership, and be monitored for improvement over time.
Referral to support services and, when required, truancy-related action when barriers persist.	Intervention should match the identified barrier and be reviewed for effectiveness and fidelity.

8. Identified Areas for Improvement

Area	Area Identified for Improvement	School-Level Data Supporting Priority
1	Reduce overall chronic absenteeism through consistent schoolwide prevention and early intervention.	Schoolwide chronic absenteeism is 24.1%, more than twice the 10% threshold requiring a CAP.
2	Address disproportionate absenteeism among economically disadvantaged students and Black/African American students.	Economically disadvantaged students: 32.5%; Black/African American students: 31.8% - the two highest reported subgroup rates.
3	Strengthen attendance supports for students with disabilities and Hispanic students.	Students with disabilities: 28.6%; Hispanic students: 28.2%, both above the 24.1% schoolwide rate.
4	Improve early identification, family communication, and individualized response to emerging attendance concerns.	Rates remain elevated across multiple groups, including males 25.3%, females 22.9%, Two or More Races 23.1%, and English learners 18.2%.

9. Data-Informed Action Items

Tier	Strategy Description & Anticipated Outcome	Responsible Team Member(s)	Completion Date
1 – Universal	Strategy: Provide schoolwide family education and consistent communication about attendance, the 10% chronic absenteeism definition, and 2026–27 attendance procedures. Anticipated Outcome: Reduce the 24.1% schoolwide rate and increase family understanding of the importance of daily attendance.	Karen Carino; Brandi Sheridan; CAP Problem-Solving Team Principals / Team Members	06/30/27
1 – Universal	Strategy: Establish a monthly Chronic Absenteeism Early Warning System review using schoolwide and subgroup data to identify students approaching 10% absence. Anticipated Outcome: Earlier identification and intervention, with	Karen Carino; Brandi Sheridan; CAP Problem-Solving Team Principals / Team Members	06/30/27

	measurable decreases across high-rate subgroups.		
2 – Small Group	Strategy: Provide targeted outreach and problem-solving for students with emerging patterns, prioritizing groups with elevated rates (economically disadvantaged, Black, Hispanic, and students with disabilities). Anticipated Outcome: Improved attendance among targeted students and narrowing of subgroup disparities.	Karen Carino; Brandi Sheridan; CAP Problem-Solving Team Principals / Team Members	06/30/27
3 – Individualized	Strategy: Develop individualized attendance improvement plans and connect families to support services when barriers are identified Anticipated Outcome: Individual barriers are addressed and students receiving plans demonstrate improved attendance.	Karen Carino; Brandi Sheridan; CAP Problem-Solving Team Principals / Team Members	06/30/27

10. District Attendance Procedures Supporting the CAP

- Beginning with the 2026–2027 school year, district attendance procedures are aligned with New Jersey statutes and NJDOE reporting requirements.
- For State attendance reporting, chronic absenteeism includes missing 10% or more of the school year for any reason, including excused and unexcused absences.
- The district's progressive attendance process includes family communication, review of attendance patterns, school-based interventions, and support plans.
- Possible responses include parent/guardian notification; administrative, counselor, and/or attendance-personnel review; an attendance improvement plan; referral to support services when barriers are identified; and truancy-related action when required by law.
- Families are encouraged to monitor attendance through the PowerSchool Parent Portal, communicate with the school when absences occur, schedule appointments outside the school day when possible, and avoid vacations or non-essential absences during the school year.

11. Interim Review of CAP Progress — Complete Midyear

Use this section midway through the school year to determine whether strategies are being implemented with fidelity and having the intended impact.

Tier	Data-Driven Strategy	Progress / Evidence	Date
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1 – Universal			
2 – Small Group			
2 – Small Group			
3 – Individualized			

Percent of population currently chronically absent: _____ Date: _____

12. Summative Review of CAP Progress — Complete End of Year

Use this section at the end of the school year to evaluate the impact of strategies and determine revisions for the upcoming school year.

Tier	Data-Driven Strategy	Outcome Met Y/N	Completion Date	If Not Met: % Remaining Chronically Absent
1 – Universal				
2 – Small Group				
2 – Small Group				
3 – Individualized				

Percent of population currently chronically absent: _____ Date: _____