

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION (ESE)
EDUCATIONAL PROFICIENCY PLAN (EPP) SAMPLE TEMPLATE**

SCHOOL: Old Colony Regional Vocational Technical High School

Date _____ **Student:** _____ **Subject: ELA & Math**

SASID: _____ **Date of Birth:** _____ **Phone:** _____

Current Grade: _____ **Expected Graduation Class:** _____

Services: Title I _____ **SPED** _____ **504** _____

In conversations with the student, explain why an Educational Proficiency Plan (EPP) is needed and the correlation between the student's future education and career goals and high school coursework. Explain that in most cases the EPP will be in effect for two years or until the student has attained proficiency in English Language Arts and mathematics.

School personnel should indicate the option they will use to document the student's EPP.

- A. Department (ESE) sample EPP template(modified)
- B. Massachusetts Career Plan Model,
(Available at <http://www.doe.mass.edu/hsreform/epp>, as is the sample EPP template)
- C. locally developed student plan (by district/school)
- D. software/web portal (e.g., Naviance, Bridges, etc.)

Part I. Student's Courses/Assessments Information
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This Educational Proficiency Plan is for this/these Content Area(s) -- check those that apply:

English Language Arts only use subject doing
Mathematics

Please complete the following review using available criteria.

- A. Student high school grades from EPP content area (or all) courses (attach)
- B. Other diagnostic assessment results (attach or list here)
- C. Student or faculty input/recommendations if available (attach)

Student MCAS Pre-Educational Plan Test Data: (Access school data and print out if applicable)

	ELA course and/or assessment	MATH course and/or assessment
MCAS Grade 8 results		
MCAS Grade 10 results		
Grade 10 Courses		
Pretest 9/08	Pre Post	Pre Post

Courses

	Mathematics	English	Social Studies	Science	Foreign/Modern Language	Elective/Additional Core Class
10 th Grade						
11 th Grade						
12 th Grade						

Part II. Overall Student Plan (ELA)

ENGLISH LANGUAGE ARTS

(District personnel who piloted the template suggested that this section be filled out based on a conversation with the student regarding his/her career/job or college goals, personal interests, hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)

What does the student see as his/her strengths in ELA in general or on the ELA MCAS test? What strengths does the advisor note?

English Language Arts	Student's Strengths
Student	See next 2 pages
Advisor	See next 2 pages

What areas of ELA in general or the ELA MCAS test were challenging, or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in ELA?

English Language Arts	Challenges/Areas to Learn
Student	See next 2 pages
Advisor	See next 2 pages

Please note the grade appropriate courses that will help this student in moving toward proficiency in English language arts and achieving his or her postsecondary goals:

Year	English language arts Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year	ELA 11	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year	Ela 12	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting to evaluate the student's progress and to plan coursework for his/her junior year will be held in the Fall 2008.

This meeting was held

Participants at this meeting will include _____

Please Initial _____

A meeting with the student during his/her senior year will occur on _____

Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to help him/her reach proficiency.

Letter (Date): _____ Phone (Date): _____
In-person meeting (Date): _____ E-mail (Date): _____

Letter (Date): _____ Phone (Date): _____
In-person meeting (Date): _____ E-mail (Date): _____

Student

What does the student see as his/her strengths in ELA in general or on the ELA MCAS test? What strengths does the advisor note?

Understanding vocabulary and using it correctly in reading and writing

Strength _____ Weakness _____

Recognizing the difference between formal and informal English

Strength _____ Weakness _____

Understanding Poetry

Strength _____ Weakness _____

Understanding the difference between fiction and nonfiction

Strength _____ Weakness _____

Writing and organizing an essay to include all the necessary components

Strength _____ Weakness _____

Understanding all the media presentation underlying theme

Strength _____ Weakness _____

Recognizing and understanding literary terms

Strength _____ Weakness _____

Understanding and analyzing literature

Strength _____ Weakness _____

Using Standard English conventions in writing

Strength _____ Weakness _____

What areas of ELA in general or the ELA MCAS test were challenging, or are areas for which the student was not prepared?

Challenging section on MCAS

Circle one: A-- multiple choice B--short answer C--open response D--long composition

How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in ELA?

Comment:

Student name:

Advisor/teacher

What does the student see as his/her strengths in ELA in general or on the ELA MCAS test? What strengths does the advisor note?

Understanding vocabulary and using it correctly in reading and writing

Strength_____Weakness_____

Recognizing the difference between formal and informal English

Strength_____Weakness_____

Understanding Poetry

Strength_____Weakness_____

Understanding the difference between fiction and nonfiction

Strength_____Weakness_____

Writing and organizing an essay to include all the necessary components

Strength_____Weakness_____

Understanding all the media presentation underlying theme

Strength_____Weakness_____

Recognizing and understanding literary terms

Strength_____Weakness_____

Understanding and analyzing literature

Strength_____Weakness_____

Using Standard English conventions in writing

Strength_____Weakness_____

What areas of ELA in general or the ELA MCAS test were challenging, or are areas for which the student was not prepared?

Challenging section on MCAS

Circle one: A-- multiple choice B--short answer C--open response D--long composition

How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in ELA?

Comment:

Part II. Overall Student Plan (Math)

MATHEMATICS

(District personnel who piloted the template suggested that this section be filled out during a conversation with the student regarding his/her career/job or college goals, personal interests hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)

What does the student see as his/her strengths in mathematics in general or on Mathematics MCAS test? What strengths does the advisor note?

Mathematics	Student's Strengths
Student	See next 2 pages
Advisor	See next 2 pages

What areas of mathematics in general or on the Mathematics MCAS test were challenging or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in mathematics?

Mathematics	Challenges/Areas to Learn
Student	See next 2 pages
Advisor	See next 2 pages

Please note the grade appropriate courses that will help this student in moving toward proficiency in mathematics and achieving his or her post-secondary goals:

Year	Math Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting to evaluate the student's progress and to plan coursework for his/her junior year will be held in the Fall 2008.

This meeting was held

Participants at this meeting will include _____

A meeting with the student during his/her senior year will occur on _____

Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to reach proficiency.

Letter (Date): _____

In-person meeting (Date): _____

Letter (Date): _____

In-person meeting (Date): _____

Phone (Date): _____

E-mail (Date): _____

Phone (Date): _____

E-mail (Date): _____

Name: _____

Student

What does the student see as his/her strengths in mathematics in general or on Mathematics MCAS test? What strengths does the advisor note?

Solving equations	Strength_____Weakness_____
Solving problems using orders of operations	Strength_____Weakness_____
Graphing coordinates	Strength_____Weakness_____
Determine slope of a line	Strength_____Weakness_____
Solving pattern problems	Strength_____Weakness_____
Solving problems with measurements	Strength_____Weakness_____
Solving problems with time	Strength_____Weakness_____
Factoring polynomials	Strength_____Weakness_____
Operations with polynomials (add, subtract, multiply, divide)	Strength_____Weakness_____
Add, subtract, multiply, and divide positive and negative numbers (integers)	Strength_____Weakness_____

What areas of mathematics in general or on the Mathematics MCAS test were challenging or are areas for which the student was not prepared?

Challenging section on MCAS

Circle one: A-- multiple choice B--short answer C--open response

How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in mathematics?

Comment:

Name:
Advisor/teacher

What does the student see as his/her strengths in mathematics in general or on Mathematics MCAS test? What strengths does the advisor note?

Solving equations	Strength_____Weakness_____
Solving problems using orders of operations	Strength_____Weakness_____
Graphing coordinates	Strength_____Weakness_____
Determine slope of a line	Strength_____Weakness_____
Solving pattern problems	Strength_____Weakness_____
Solving problems with measurements	Strength_____Weakness_____
Solving problems with time	Strength_____Weakness_____
Operations with polynomials (add, subtract, multiply, divide)	Strength_____Weakness_____
Add, subtract, multiply, and divide positive and negative numbers (integers)	Strength_____Weakness_____

What areas of mathematics in general or on the Mathematics MCAS test were challenging or are areas for which the student was not prepared?

Challenging section on MCAS

Circle one: A-- multiple choice B--short answer C--open response

How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in mathematics?

Comment:

PART III: Signatures

EPP Completion Verification Section (required):

This student has completed all requirements of his/her plan **Yes** **No**

Principal or headmaster (or designee) name (printed): Patricia Foskett

Principal or headmaster (or designee) signature: _____ Date:

Student signature: _____

Parent/Guardian signature: _____

Guidance or school advisor signature: _____

Advisor contact name: _____

Phone: _____ E-mail: _____

Many thanks to the coordinators, counselors, and/or teachers from Natick, Pembroke, Salem, Wellesley, Worcester, and Smith Vocational and Agricultural High Schools for their time and help in developing this sample template.

**OPTIONAL SECTION:
SUPPORTS & ADDITIONAL LEARNING OPPORTUNITIES**

List activities/programs that student is taking part in to complete and support this plan (e.g., tutoring, academic support, AVID® [Advancement Via Individual Determination], study groups, etc.):

Academic Support:

Participated in Title 1 Academic Support School year 2007/2008 Yes _____ No _____
Participated in Summer MCAS programs 2008 Yes _____ No _____

Describe any other additional courses or supports that the student will participate in to reach or make progress toward proficiency and college and career readiness:

Participated in Title 1 Academic Support School year 2008/2009 Yes _____ No _____

Pretest score _____ Posttest score _____

Identify any school or community member who will meet to encourage the student to be successful and well prepared for his or her high school and post-graduation plans.

Name: _____

Please record the type of communication (in-person meeting, email, phone, etc.) and the date:

Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____

Describe other MassCore recommended additional learning opportunities in which the student will participate:

Additional Learning Opportunity	Grade
Advanced Placement (AP)	
Capstone or Senior Project	
Dual Enrollment: courses taken for both high school and college credit	
Online course for high school or college credit	
Service Learning	
Work-based Learning	