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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **Program Quality Assurance Services** |

##### COORDINATED PROGRAM REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Chicopee

CPR Onsite Year: 2013-2014

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 08/19/2014.

**Mandatory One-Year Compliance Date:** **08/19/2015**

**Summary of Required Corrective Action Plans in this Report**

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 7B | Structured learning time | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Observations and interviews indicated that special needs classrooms at three schools do not maximize the inclusion of such students into the life of the school building. Litwin Elementary has six self-contained classrooms. Five of the six are located contiguously on the first floor and the sixth is located on the second floor where the only other classroom is for remedial reading. Bellamy Middle School has 10 special needs classrooms and all are located on the first floor. Five occupy one wing, four of them contiguously; one is located at the far end of the floor, next to the band room, behind the stage where there are no other classrooms. Four occupy another area where there is only one other classroom. Belcher Elementary has two self-contained classrooms. One is located in a corner room in the basement where there are no other classrooms. The second is located on the first floor at the end of building where there are no other classrooms. | | |
| **Description of Corrective Action:**  The Special Education Department in partnership with the Bellamy Middle School and the Litwin School Principals have moved some of the special education classroom locations to ensure that the delivery of special education services, accommodations, and/or related services are equal to those in the general education facilities in response to the Coordinated Program Review. The Belcher Elementary School classroom had a program change and is now located at Stefanik Elementary School. | | |
| **Title/Role(s) of Responsible Persons:**  Dr. Andrea Stolar, Assistant to the Director of SPED | | **Expected Date of Completion:**  11/25/2014 |
| **Evidence of Completion of the Corrective Action:**  The building Principals and the Special Education Department will continue to work to maximize the inclusion of special education students and minimize any separation or stigmatization. We, the Chicopee Public Schools, would humbly request a site visit to one of the locations at Bellamy Middle School, as we strongly believe that once viewed and discussed the classroom site will remain.  The Belcher Elementary School classroom had a program change and is now located at Stefanik Elementary School. The Special Education Department in partnership with the Bellamy Middle School and the Litwin Elementary School Principals have moved some of the special education classroom locations to ensure that the delivery of special education services, accommodations, and/or related services are equal to those in the general education facilities in response to the Coordinated Program Review. | | |
| **Description of Internal Monitoring Procedures:**  We, the Chicopee Public Schools, would humbly request a site visit to one of the locations at Bellamy Middle School (room 127), as we strongly believe that once viewed and discussed the classroom site will remain. . The building Principals and the Special Education Department will continue to work to maximize the inclusion of special education students and minimize any separation or stigmatization. A chart and map of all movements will be submitted with the initial Progress Reports. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 10/28/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit floor plans for Litwin Elementary School and Bellamy Middle School that show where classrooms were at the time of the review and the new locations, and a floor plan for Stefanik Elementary School that shows the location of the program previously located at Belcher Elementary School. Please clarify if the two self-contained classrooms at Belcher Elementary School have both been relocated to Stefanik Elementary School. Schedule site visits for the Department to view the new locations, by December 5, 2014. | | |
| **Progress Report Due Date(s):**  12/05/2014 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 7B Structured learning time | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and a review of documents indicated that high school students take only two years of physical education. Four years are required. | | |
| **Description of Corrective Action:**  The Chicopee Public Schools will ensure that high school students take four (4) years of physical education as required under the law, M.G.L. c.71, Section 3. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Student Support Services | | **Expected Date of Completion:**  12/31/2014 |
| **Evidence of Completion of the Corrective Action:**  The Chicopee Public Schools will provide the Massachusetts Department of Elementary and Secondary Education (DESE) with 10-20 randomly selected students' schedules in grades 9-12 from all of its high schools to evidence the fact that students are participating in the mandated four (4) years of physical education. | | |
| **Description of Internal Monitoring Procedures:**  Yearly random review of student schedules in grades 9-12 by the Head School Counselor and/or the Principal or his/her designee in all of the Chicopee Public Schools high schools to ensure that students are participating in physical education as mandated under the law, M.G.L. c.71, Section 3. A report will be generated from this random review and provided to the Assistant Superintendent for Student Support Services to have on file. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7B Structured learning time | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/28/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district did not provide a description of how it will provide four years of physical education for high school students. | | |
| **Department Order of Corrective Action:**  The district must describe how it will provide four years of physical education for high school students, including graduation requirements and methods of fulfilling the requirements. | | |
| **Required Elements of Progress Report(s):**  Submit a description of how the district will provide four years of physical education for high school students. Include the notice of graduation requirements, and the courses and programs students may take in order to satisfy the requirements, by December 5, 2014.  Provide a description of the internal monitoring process that ensures policies and course selections are reviewed annually to provide for the requirement for four years of physical education.  Conduct an administrative review of a sampling of records of high school students, from all high schools, in grades 9-12 to determine if they are participating in physical education, and submit the number of records reviewed, the number in compliance, the root cause of any continued noncompliance and a plan to remedy any continued noncompliance, by May 15, 2015.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**  12/05/2014  05/15/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and a review of documents indicated that the notice sent to students 16 or over who have 15 consecutive unexcused absences does not include all required language (at the request of the parent or guardian, the district may consent to an extension of the time for meeting of no longer that fourteen days). The notice sent annually to former students who have left school without a high school diploma, certificate of attainment, or certificate of completion does not include all required language (informing them of the availability of publicly funded post high school academic programs or encouraging them to participate in those programs.) | | |
| **Description of Corrective Action:**  The Chicopee Public Schools will ensure that the notice sent to students 16 or over who have 15 consecutive unexcused absences and the annual notice sent to former students who have left school without a high school diploma, certificate of attainment, or certificate of completion both include all of the required language. During one of the Districts Secondary Administrators' Meetings with all of the secondary-level Principals and other District Administrators and during one of the All Counselors' Meetings with all of the Districts School Counselors, the revised letters with the mandated language will be discussed and provided to the Principals and the School Counselors, in their respective meetings. | | |
| **Title/Role(s) of Responsible Persons:**  Assistant Superintendent for Student Support Services | | **Expected Date of Completion:**  06/30/2015 |
| **Evidence of Completion of the Corrective Action:**  The Chicopee Public Schools will provide the Massachusetts Department of Elementary and Secondary Education (DESE) with copies of the revised letters and the meeting agendas and sign-in sheets for both meetings, the Principals and the School Counselors. In addition, the Chicopee Public Schools will provide the Massachusetts Department of Elementary and Secondary Education (DESE) with copies of the revised letters with the mandated language utilized during the 2014-2015 school year for students 16 or over who have 15 consecutive unexcused absences leaving and former students who left high school without a diploma, certificate of attainment, or certificate of completion. All of this information will provided to DESE on or before June 30, 2015. | | |
| **Description of Internal Monitoring Procedures:**  Twice yearly during the school year, a record review will be conducted by the Guidance Departments in the Secondary Schools to ensure that the notice to students 16 and over who have 15 consecutive unexcused absences and the annual notice to former students were both provided with the required language. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved  **Status Date:** 10/28/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit copies of the notices the district will send to students 16 or over who have 15 consecutive unexcused absences, and the annual notice sent to former students who have left school without a high school diploma, certificate of attainment, or certificate of completion that include all of the required language. Also provide the meeting agendas and sign in sheets for the Principals meeting and the School Counselors meeting where the process for sending these letters was reviewed, by December 5, 2014.  Send copies of notices that the district has sent, after completion of corrective action, to students 16 or over who have 15 consecutive unexcused absences, or to former students who have left school without a high school diploma, certificate of attainment, or certificate of completion since corrective action, if any, by May 15, 2015. | | |
| **Progress Report Due Date(s):**  12/05/2014  05/15/2015 | | |

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| COORDINATED PROGRAM REVIEW  **CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and a review of documents indicated that the district does not ensure that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation; or that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. | | |
| **Description of Corrective Action:**  The Chicopee Public Schools will ensure that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation; or that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. During one of the Districts All Administrators' Meetings with all of the Principals and other District Administrators, staff will be reminded about the Curriculum Development and Adoption, the Instructional Materials, the Textbook Selection and Adoption, and the Materials Selection policies. This same information will then be presented by all of the Principals in the District to all of their staff/faculty in their respective buildings during a staff/faculty meeting before the end of the 2014-2015 school year. | | |
| **Title/Role(s) of Responsible Persons:**  The Chicopee Public Schools Assistant Superintendents | | **Expected Date of Completion:**  06/30/2015 |
| **Evidence of Completion of the Corrective Action:**  The Chicopee Public Schools will provide the Massachusetts Department of Elementary and Secondary Education (DESE) with copies of the meeting agendas and sign-in sheets for all of the meetings, the All Administrators' Meeting and the individual school staff/faculty meetings were curriculum/instructional materials review is discussed. All of this information will provided to DESE on or before June 30, 2015. | | |
| **Description of Internal Monitoring Procedures:**  At the beginning of the school year in the first staff/faculty meeting in all of the Districts schools, the curriculum review/instructional materials review policies will be presented and discussed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/28/2014  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district stated it will inform staff of the requirement to review materials, but did not describe how individual teachers will complete the review, and how the teachers will use this review to provide balance and context for any identified stereotypes and bias. | | |
| **Department Order of Corrective Action:**  The district must specify how individual teachers will review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation; or that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. | | |
| **Required Elements of Progress Report(s):**  Submit a description of how individual teachers will review educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation; or that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. Include any protocols or evaluation tools the district has created for teachers to use to review materials, by December 5, 2014. | | |
| **Progress Report Due Date(s):**  12/05/2014 | | |

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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  **COORDINATED PROGRAM REVIEW** |

District: *Chicopee Public Schools*

Corrective Action Plan Review

Program Area: *English Learner Education*

Prepared by: *Cynthia M-H. Schonagel, Assistant for ELL and Teacher Support*

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans.*

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report to the school or district.

**Mandatory One-Year Compliance Date: September 11, 2015**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:**  **ELE 3 Initial Identification** | | | **Rating:**  **Partially Implemented** |
| **Department CPR Finding:**  *Record review and an interview indicated that home language surveys (HLS) are not consistently translated into the major languages of the district. See* [*www.doe.mass.edu/ell/hlsurvey*](http://www.doe.mass.edu/ell/hlsurvey) *for translations in 28 languages.* | | | |
| **Narrative Description of Corrective Action:**  Chicopee Public Schools will utilize the Home Language Survey provided by the Department of Elementary and Secondary Education at the above provided link. This Home Language Survey will be printed and included in all languages in the Chicopee Public Schools English Language Learner Program Handbook, as well as, District Translation Handbook. The dissemination of these Handbooks and the new Home Language Survey revised Translation Alert procedures will be accompanied by training to appropriate staff. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Cynthia M-H. Schonagel  *Assistant for ELL and Teacher Support*  ***In collaboration with:***  Alvin Morton, I  *Assistant Superintendent for Student Support Services*  Principals and staff | | **Expected Date of Completion for Each Corrective Action Activity:**  January 2015  *Handbooks and revised forms to be distributed and trainings held.*  March 2015  *Internal review of LEP and FLEP files.*  May 2015  *Data meetings regarding the findings of internal review to be held.* | |
| **Evidence of Completion of the Corrective Action:**  To ensure compliance, copies of all translated Home Language Surveys will be provided to all schools and will be included in the Chicopee Public Schools English Language Learner Program Handbook, as well as, the District Translation Handbook. The District Translation Handbook will be updated and distributed in conjunction with the Office of ELL and Teacher Support and the Office of the Assistant Superintendent for Student Support Services. These Handbooks will include updated Translation Alert Procedures to reflect the change from the previous District Home Language Survey to that provided by The Department of Elementary and Secondary Education. The dissemination of these revised forms, handbooks and procedures will be accompanied by training to appropriate staff and documentation of such sessions will be collected through agendas and participant attendance sheets. In addition, the updated materials will be distributed and reviewed via Administrators Meetings, District ELL Meetings and support provided, as needed, to individual sites. | | | |
| **Description of Internal Monitoring Procedures:**  To ensure continued compliance, the Assistant for ELL and Teacher Support will monitor the use of the Home Language Survey through the annual monitoring of a sample of LEP and FLEP files. The sampling of files will be thoroughly reviewed through the use of the Chicopee Public Schools Department of ELL Monitoring Checklist and the record review results will be compiled and reported to the Principals at each site. Findings will be addressed both individually and at District ELL Meetings. The District’s internal monitoring checklist will provide valuable data which will drive meaningful conversations and opportunities for issues to be addressed via additional trainings and/or supports as needed through District ELL Meetings and/or at individual sites. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:**  ELE 3 Initial Identification | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** N/A | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**  Submit evidence (meeting agenda, sign-in sheets, materials used) that appropriate staff has been informed of the requirements to translate the Home Language Survey into the major languages of the district, by **February 13, 2015**.  Conduct an administrative review of a sample of ELE student records completed since corrective action from across the elementary, middle and secondary levels to determine if the Home Language Survey of the appropriate language of the home is being used, and include: 1) the number of records reviewed, 2) the number in compliance, 3) the number that are not in compliance, if any, and 4) the district’s plan to address the continued non-compliance, by **May 15, 2015**. | | | |
| **Progress Report Due Date(s):** February 13, 2015; May 15, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:**  **ELE 5 Program Placement and Structure** | | | **Rating:**  **Partially Implemented** |
| **Department CPR Finding:**  *Interviews and a review of district documentation indicated that at the time of the review, not all of the ELLs were provided direct ESL instruction as recommended in Department guidelines. For instance, a high school Level 5 student received double blocks of direct ESL instruction while a middle school Level 4 student received no direct ESL instruction and most of the students at proficiency levels 1 and 2 received less than 2.5 hours of direct ESL instruction. Since ESL services are inconsistent and all ELL students should receive ESL instruction tailored to their English proficiency levels, there is no indication showing that the district promotes and supports the rapid acquisition of English language proficiency by ELL students as it is required in G.L. c. 71A. Please see the “Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners August 2013” as found on* [*http://www.doe.mass.edu/ell/guidance\_laws.html*](http://www.doe.mass.edu/ell/guidance_laws.html).  *The district stated on “OELAAA Form 2: ESL Curriculum” that there was not an ESL curriculum used in the district to deliver ESL instruction and that Common Core Standards were supported with a software e-learning platform called Chicopee Public School Moodle that provides teachers ELL strategies and resources. The district should note that districts are expected to have an ESL curriculum used for direct ESL instruction that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards. (See the Department’s WIDA ELD Standards update from at* [*http://www.doe.mass.edu/ell/wida.html*](http://www.doe.mass.edu/ell/wida.html) *).* | | | |
| **Narrative Description of Corrective Action:**  In regards to the *first finding* in this area pertaining to the direct instruction of students, students will receive services in accordance with the Transitional Guidance on Identification, Assessment, Placement, and Reclassification of ELLs Document at the above provided link. Chicopee Public Schools is committed to promoting and supporting the rapid acquisition of English Language Proficiency by ELL students as it is required in G.L. c. 71A. and will distribute all recommended service hour requirements to Principals and ESL Teachers via the Chicopee Public Schools English Language Learner Program Handbook. The Assistant for ELL and Teacher Support will review student schedules throughout the school year to ensure that changes are made in order for students to receive appropriate service hours. The Assistant for ELL and Teacher Support will review such guidelines with Principals via Administrators Meetings, as well as, during site specific conversations and will review these recommendations with ESL Teachers during District ELL Meetings.  In regards to the *second finding* in this area pertaining to an ESL Curriculum, Chicopee Public Schools will post for a committee to develop an ESL Curriculum to beused for direct ESL instruction that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards. This committee will be comprised of Elementary and Secondary ESL Teachers. The committee will work under the guidance of the Assistant for ELL and Teacher Support in conjunction with the Assistant Superintendent for Instruction and Accountability and the Assistant for Curriculum and Instructional Support. The committee will take the District’s previous curriculum which was aligned to the ELPBO and redesign it with the current WIDA ELD Standards and Massachusetts Curriculum Frameworks. This committee will use guidance and resources as provided from the Department of Secondary and Elementary Education including those found at the above link. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  ***First finding:***  Cynthia M-H. Schonagel  *Assistant for ELL and Teacher Support*  ***In collaboration with:***  Principals, Vice Principals and/or Guidance Departments actively involved in Scheduling  ***Second finding:***  Cynthia M-H. Schonagel  *Assistant for ELL and Teacher Support*  ***In collaboration with:***  Deborah Drugan  Assistant Superintendent for Instruction and Accountability  Jill Chapdelaine  Assistant for Curriculum and Instructional Support | | **Expected Date of Completion for Each Corrective Action Activity:**  ***First finding:***  September 2014  *Schedule reviews and meetings were held and will continue throughout the school year with immediate changes made accordingly. Schedules will be collected again in the spring.*  November 2014  *Guidance documents will be distributed and meetings/trainings held.*  *.*  ***Second finding:***  January 2015  *Curriculum committee will be formed.*    August 2015  *Curriculum Committee initial product completed and distributed.*  August 2015  *Walk-through tool revised.* | |
| **Evidence of Completion of the Corrective Action:**  To ensure compliance in regards to the *first finding* in this area, pertaining to the direct instruction of students, students will receive service in accordance with the Transitional Guidance on Identification, Assessment, Placement, and Reclassification of ELLs Document. The Assistant for ELL and Teacher Support will monitor student service hours by collecting schedules 2 times a year (fall and spring). The collected schedules will be reviewed and changes will be made accordingly as to any student not within the recommended service hours for that individual student’s proficiency level as outlined by theguidance document provided by the Department of Elementary and Secondary Education. Guidelines will be distributed and reviewed with Principals via Administrators Meetings, as well as, during site specific conversations and recommendations reviewed with ESL Teachers during District ELL Meetings. Records will be kept of schedule reviews, meetings with Principals pertaining to scheduling changes per school/student, as well as, agendas and participant attendance sheets from all meetings/trainings.  To ensure compliance in regards to the *second finding* in this area, pertaining to an ESL Curriculum, the Assistant for ELL and Teacher Support will budget for, post and appoint a committee for the purpose of exploring and creating an ESL Curriculum to beused for direct ESL instruction that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards. Monthly meetings will be held for this purpose and documents will be reviewed, explored and a product prepared. Meeting agendas and participant attendance sheets will be kept and an initial product produced. | | | |
| **Description of Internal Monitoring Procedures:**  To ensure continued compliance in regards to the *first finding* in this area pertaining to the direct instruction of students, students will receive service in accordance with the Transitional Guidance on Identification, Assessment, Placement, and Reclassification of ELLs Document. The Assistant for ELL and Teacher Support will collect student schedules twice a year (fall and spring) in order to ensure the students are receiving service based on the recommended guidelines provided in the guidance document. These schedules will be used to guide conversations with Principals and those involved in scheduling and adjustments will be made accordingly and documented. Guidelines will be periodically reviewed and additional trainings will be offered through District ELL Meetings for the purpose of further fostering a deep understanding of these guidelines and meetings will be documented.  To ensure continued compliance in regards to the *second finding* in this area, pertaining to an ESL Curriculum, the Assistant for ELL and Teacher Support will monitor monthly meetings and the work of the committee and encourage previously WIDA trained committee members to attend DESE sponsored ELL Curriculum Development Trainings. The Assistant Superintendent for Instruction and Accountability and the Assistant for Curriculum and Instructional Support will also provide feedback and guidance to this curriculum development. Documents will be reviewed and a final product produced. This final product will be disseminated to the District and its use and effectiveness monitored by the Assistant for ELL and Teacher Support via walk-throughs. The ELL walk-through tool will be revised to include this component once the final product is completed and distributed. Observations and data collected during these walk-throughs will result in discussions with Principals and teachers. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:**  ELE 5Program Placement and Structure | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** N/A | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**   1. Please provide a detailed plan that shows that the district is providing sufficient ESL instruction to all ELL students during the 2014-2015 school year based on the Department's Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners found at <http://www.doe.mass.edu/ell/TransitionalGuidance.pdf> 2. Please complete district information in the attached spreadsheet labeled *ELL List* by school for each ELL student in the district. 3. Submit a plan that includes information about a process for reviewing or developing ESL curriculum that integrates WIDA ELD standards including information such as training opportunities for the district staff, responsible district staff, meeting dates, minutes and signing sheets and timelines for implementation. | | | |
| **Progress Report Due Date(s):** February 13, 2015; May 15, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:**  **ELE 10 Parent Notification** | | | **Rating:**  **Partially Implemented** |
| **Department CPR Finding:**  *Student record review and interviews indicated that the district’s Parent Notification form does not contain specific exit requirements and incorrectly requires that parents provide consent for ELE programming. See* [*www.doe.mass.edu/ell/resources*](http://www.doe.mass.edu/ell/resources) *for a sample Parent Notification form.* | | | |
| **Narrative Description of Corrective Action:**  Chicopee Public Schools will utilize the Parent Notification Form provided by the Department of Elementary and Secondary Education at the above provided link. This form will become part of the Chicopee Public Schools English Language Learners Program Handbook and all handbooks will be updated and the old form removed. The dissemination of these forms will be accompanied by a training to appropriate staff via a District ELL Meeting**.** | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Cynthia M-H. Schonagel  *Assistant for ELL and Teacher Support*  ***In collaboration with:***  Principals and staff | | **Expected Date of Completion for Each Corrective Action Activity:**  January 2015  *Revised forms to be distributed and meeting/training held.*  March 2015  *Internal review of LEP and FLEP files.*  May 2015  *Data meetings regarding the findings of internal review to be held.* | |
| **Evidence of Completion of the Corrective Action:**  To ensure compliance, copies of all translated Parent Notification Forms will be provided to all schools to be added to the Chicopee Public Schools English Language Learner Program Handbook and old District forms will be removed. The dissemination of these revised forms and procedures will be accompanied by training to appropriate staff and documentation of such sessions will be collected through agendas and participant attendance sheets. | | | |
| **Description of Internal Monitoring Procedures:**  To ensure continued compliance, ELL Department Meetings will be held to review new forms and procedures and the Assistant for ELL and Teacher Support will monitor the use of the Parent Notification Form through the annual monitoring of a sample of LEP and FLEP files. The sampling of files will be thoroughly reviewed through the use of the Chicopee Public Schools Department of ELL Monitoring Checklist and the record review results will be compiled and reported to the Principals at each site. Findings will be addressed both individually and at District ELL Meetings. The District’s internal monitoring checklist will provide valuable data which will drive meaningful conversations and opportunities for issues to be addressed via additional trainings and/or supports as needed. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:**  ELE 10 Parent Notification | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** N/A | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the new parent notification form that the district will begin using and evidence that appropriate staff has been informed (meeting agenda, sign-in sheets) about it, by **February 13, 2015.**  Conduct an administrative review of a sample of ELE student records completed since corrective action from across the elementary, middle and secondary levels to determine if the new parent notification letter is being used, and include: 1) the number of records reviewed, 2) the number in compliance, 3) the number that are not in compliance, if any, and 4) the district’s plan to address the continued non-compliance, by **May 15, 2015**.Please include sample copies of the completed parent notification letters. | | | |
| **Progress Report Due Date(s):** February 13, 2015; May 15, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:**  **ELE 14 Licensure Requirements** | | | **Rating:**  **Partially Implemented** |
| **Department CPR Finding:**  *Interviews and district documentation indicated that not all district ESL teachers that provide students with ESL instruction at the elementary and middle school levels hold an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education.*  *Interviews, documentation and a review of ELAR also revealed that the district’s ESL licensed teachers teach ELL students content courses that require content area licensure. Every teacher or other educational staff member who teaches ELL students should hold an appropriate license for the subject matter they teach or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education.* | | | |
| **Narrative Description of Corrective Action:**  In regards to the *first finding* in this area pertaining to the licensure of all district ESL teachers the Assistant for ELL and Teacher Support will review all licenses held by current ESL Teachers working in Chicopee Public Schools to ensure that all district ESL teachers that provide students with ESL instruction at the elementary and middle school levels hold an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education. Any noncompliance will result in a notice to teachers about appropriate certification. The Human Resources Office will be a part of this process.  In regards to the *second finding* in this area pertaining to ESL teachers teaching content courses that require content area licensure, the Assistant for ELL and Teacher Support will review all licenses and teacher and student schedules to ensure every teacher or other educational staff member who teaches ELL students holds an appropriate license for the subject matter they teach or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education. Scheduling changes will be made and meetings held to address any noncompliance. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  ***First finding:***  Cynthia M-H. Schonagel  *Assistant for ELL and Teacher Support*  ***In collaboration with:***  Stephen Nembirkow  *Director of Budget and Human Resources*  Jill Chapdelaine  *Assistant for Curriculum and Instructional Support*  ***Second finding:***  Cynthia M-H. Schonagel  *Assistant for ELL and Teacher Support*  ***In collaboration with:***  *Richard W. Rege, Jr.*  *Superintendent of Schools*  Deborah Drugan  *Assistant Superintendent for Instruction and Accountability*  Roland Joyal, Principal  *Chicopee High School*  Derek Morrison, Principal  *Chicopee Comprehensive High School* | | **Expected Date of Completion for Each Corrective Action Activity:**  ***First finding:***  September 2014  *License reviews and individual meetings were held and will continue throughout the school year with immediate changes made accordingly*.  ***Second finding:***  September 2014  *Schedule reviews and individual meetings were held and will continue throughout the school year with immediate changes made accordingly*. *Some changes to scheduling took effect October1, 2014. Additional changes will become effective next semester with all others to be completed in January 2015.* | |
| **Evidence of Completion of the Corrective Action:**  To ensure compliance in regards to the *first finding* in this area pertaining to the licensure of all District ESL teachers, the Assistant for ELL and Teacher Support has reviewed the licenses of all staff members and initiated conversations with District teachers regarding their licensure and has worked with them in conjunction with the Human Resources Office to ensure that they are informed as to their licensure requirements. Teachers are also referred to the Assistant for Curriculum and Instructional Support in order to provide them with additional individualized support and guidance. The Assistant for ELL and Teacher Support will periodically review the licenses of all ESL teachers and document any discrepancies and all related meetings with any individual not holding an appropriate license or waiver. An initial review resulted in one teacher not holding the appropriate license. This teacher has documented the steps taken to remedy the situation.  To ensure compliance in regards to the *second finding* in this area pertaining to ESL teachers teaching content courses that require content area licensure, a meeting was held on September 5, 2014 and changes were made to ensure every teacher who teaches ELL students hold an appropriate license for the subject matter they teach or a current waiver issued by the Massachusetts Department of Elementary and Secondary Education. Some changes to scheduling took place by October 1, 2014 to ensure instruction was being delivered by ESL licensed teachers along with content licensed teachers, while others will take effect next semester with any additional changes to be completed in January 2015. Schedule changes will be documented and scheduling monitored throughout the year. | | | |
| **Description of Internal Monitoring Procedures:**  To ensure continued compliance, in regards to the *first finding* in this area pertaining to the licensure of all District ESL teachers the Assistant for ELL and Teacher Support will continue to review all licenses of District ESL teachers to ensure that they hold an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education. Any staff member that is found to not have an appropriate license will be encouraged to take steps to remedy the situation and meetings will be documented.  To ensure continued compliance, in regards to the *second finding* in this area pertaining to ESL teachers teaching content courses that require content area licenses, the Assistant for ELL and Teacher Support in conjunction with the Principals, Vice Principals and any individuals directly responsible for the scheduling of students will continue to monitor the placement of our students to ensure they are receiving instruction by ESL licensed teachers along with content area licensed teachers. This monitoring will take place throughout the school year with meetings and schedule changes documented through agendas, participant attendance sheets, and correspondence. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** N/A | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**  1 -Provide evidence of the licensure of the current ESL teacher(s) by the progress report due date.  2 -Provide evidence of the licensure of the current content teachers working with ELLs by the progress report due date. | | | |
| **Progress Report Due Date(s):** February 13, 2015; May 15, 2015 | | | |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** | | | |
| **Criterion & Topic:**  **ELE 18 Records of LEP Students** | | | **Rating:**  **Partially Implemented** |
| **Department CPR Finding:**  *Student record review and interviews indicated that records of ELE students did not consistently contain all required elements. Some home language surveys, report cards and progress reports were not consistently translated, and some annual notification letters were missing. Evidence of follow up activities for a struggling FLEP student was not evident.* | | | |
| **Narrative Description of Corrective Action:**  Chicopee Public Schools is committed to providing translation and translated documents to our families. In order to do this, the District has created a District Translation Handbook. This handbook will be updated and distributed by the District and will contain a listing of families identified through the Home Language Survey as entered in IPASS with a Translation Alert. This handbook will also be updated to include a full list of identified staff to provide translation to students and their families. Guidelines and procedures will be included and documentation utilized to ensure Chicopee Public Schools is providing this translation to the best of its ability. The District has also hired translators to assist in translating requested documents. Chicopee Public Schools will also utilize the FLEP Monitoring Form provided by the Department of Elementary and Secondary Education. This form will become part of the Chicopee Public Schools English Language Learners Program Handbook and will provide a place to indicate adjustments made to reflect follow up activities for struggling FLEP students. The Assistant for ELL and Teacher Support will monitor the records of LEP and FLEP students via two internal reviews. Compiled data from the Chicopee Public Schools ELL Department Monitoring Checklist will provide valuable information which will drive accuracy and consistency within the District. | | | |
| **Title/Role of Person(s) Responsible for Implementation:**  Cynthia M-H. Schonagel  *Assistant for ELL and Teacher Support*  ***In collaboration with:***  Alvin Morton, I  *Assistant Superintendent for Student Support Services*  Principals and staff  ESL/ELL Teachers K-12 | | **Expected Date of Completion for Each Corrective Action Activity:**  October 2014  *Materials purchased to support translation of District documents and translators hired.*  October 2014  *FLEP Monitoring Form will be piloted and feedback collected.*  March 2015  *District wide implementation of new/revised FLEP Monitoring Form. Revised forms to be distributed and meeting/training held.*  March 2015  *Internal review of LEP and FLEP files.*    May 2015  *Data meetings regarding the findings of internal review held.*  June 2015  *Additional district wide review of LEP and FLEP files with ESL/ELL Teachers.* | |
| **Evidence of Completion of the Corrective Action:**  To ensure compliance, in regards to the findings pertaining to the records of ELE students, Chicopee Public Schools will closely monitor that LEP and FLEP records contain all required elements including translated home language surveys, report cards, as well as, progress reports and notification letters and evidence of follow up activities for struggling FLEP students. The Assistant for ELL and Teacher Support will review a sampling of LEP and FLEP files in the spring of 2015 through the use ofChicopee Public Schools Department of ELL Monitoring Checklist. Results will be compiled and reported to the Principals at each site to be addressed both individually and at ELL Department Meetings. Meetings will be documented through agendas and participant attendance sheets. An additional review will be conducted in June 2015. This review will include all ESL Teachers in grades K-12 under the direction of the Assistant for ELL and Teacher Support and will utilize the Chicopee Public Schools Department of ELL Monitoring Checklist. The purpose of this file review is to develop familiarity and a deeper understanding of file requirements and teachers will be required to correct deficiencies whenever possible. Attendance, checklists, compiled data and corrections will be documented.  The District will update anddistribute the District Translation Handbook which will include a listing of families identified through the Home Language Survey as entered in IPASS with a Translation Alert. This Handbook will also be updated to include a full list of identified staff to provide translation to students and their families. Guidelines and procedures will be included and documentation utilized to ensure Chicopee Public Schools is providing this translation to the best of its ability. The District has also hired translators to assist in translating requested documents, as well as, laptops and translation software and will continue to prioritize translation for our families. One such document currently being translated is the Student Rights and Responsibilities Handbook.  The District will pilot the use of the FLEP Monitoring Form provided by the Department of Elementary and Secondary Education to address follow up activities for struggling FLEP students. The Assistant for ELL and Teacher Support will collect feedback as to whether or not to make modifications to the District’s current FLEP Monitoring Form or to adopt DESE’s form. Once this feedback is taken into consideration the new/revised FLEP Monitoring Form will become part of the Chicopee Public Schools English Language Learner Program Handbook and the old form removed. An ELL Department Meeting will be held to review this new/revised form and procedures and documentation of such sessions will be collected through agendas and participant attendance sheets. | | | |
| **Description of Internal Monitoring Procedures:**  To ensure continued compliance, in regards to the findings pertaining to the records of ELE students,Chicopee Public Schools will closely monitor that LEP and FLEP records contain all required elements including translated home language surveys, report cards, as well as, progress reports and notification letters and evidence of follow up activities for struggling FLEP students. The Assistant for ELL and Teacher Support will monitor the use of these forms through annual monitoring of a sample of LEP and FLEP files. These files are thoroughly reviewed through the use of the Chicopee Public Schools Department of ELL Monitoring Checklist and results are compiled and reported to the Principals at each site to be addressed individually and at District ELL Meetings. In addition, the District will continue to hold complete annual reviews. These reviews will include all ESL Teachers grades K-12 under the direction of the Assistant for ELL and Teacher Support and will utilize the Chicopee Public Schools Department of ELL Monitoring Checklist. The purpose of these file reviews are to develop familiarity and a deeper understanding of file requirements. Teachers will be required to correct deficiencies whenever possible.  The District will continue to support schools and will provide deadlines for sites to update their Translation Handbook in relation to their individual school. These updates will include a listing of families identified through the Home Language Survey as entered in IPASS with a Translation Alert, as well as, an updated list of identified staff available to provide translation to students and their families. The District will also continue to hire translators to assist in translating requested documents and will continue to prioritize translation for our families.  The District will monitor the use of the FLEP Monitoring Form chosen for use in the District and provide guidance for teachers and administrators for any FLEP student that is showing signs of struggle. Follow up activities for struggling FLEP students will be offered and documented through the FLEP Monitoring Form. The Assistant for ELL and Teacher Support will monitor the use of these forms through annual monitoring of a sample of LEP and FLEP files. These files are thoroughly reviewed through the use of the Chicopee Public Schools Department of ELL Monitoring Checklist and results are compiled and reported to the Principals at each site to be addressed individually and at District ELL Meetings. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION  **(To be completed by the Department of Elementary and Secondary Education)** | | | |
| **Criterion:**  ELE 18 Records of LEP Students | **Status of Corrective Action:**  Approved  Partially Approved  Disapproved | | |
| **Basis for Partial Approval or Disapproval:** N/A | | | |
| **Department Order of Corrective Action:** N/A | | | |
| **Required Elements of Progress Report(s):**  Submit a copy of the district’s new District Translation Handbook , FLEP monitoring form, ELL Monitoring Checklist, and evidence (agenda, sign-in sheets) that appropriate staff has been informed of the requirements regarding translation of documents, the content of ELE student records and the follow up of FLEP students, by **February 13, 2015**.  Conduct an administrative review of a sample of ELE student records completed since corrective action from across the elementary, middle and secondary levels to determine if the appropriate documents are being translated and to determine if all required elements are in the student record, and include 1) the number of records reviewed, 2) the number in compliance, 3) the number that are not in compliance, if any, and 4) the district’s plan to address the continued non-compliance, by **May 15, 2015**.Please include sample copies of translated home language surveys, report cards and progress reports.  Conduct an administrative review of a sample of FLEP student records completed since corrective action from across the elementary, middle and secondary levels to determine if there is evidence that the district is conducting follow up monitoring activities with each student and include: 1) the number of records reviewed, 2) the number in compliance, 3) the number that are not in compliance, if any, and 4) the district’s plan to address the continued non-compliance, by **May 15, 2015**.Please include sample copies of completed follow up monitoring forms. | | | |
| **Progress Report Due Date(s):** February 13, 2015; May 15, 2015 | | | |