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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: Westwood

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 01/18/2014.

**Mandatory One-Year Compliance Date:** **01/18/2015**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 13 | Progress Reports and content | Partially Implemented |
| SE 18B | Determination of placement; provision of IEP to parent | Partially Implemented |

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

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| **Criterion & Topic:** SE 13 Progress Reports and content | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of student records and interviews indicate that a summary of academic achievement and functional performance, including recommendations on how to assist the student in meeting post-secondary goals, is not routinely provided to students whose eligibility has terminated due to the student graduating from secondary school or exceeding the age of eligibility. |
| **Description of Corrective Action:** The District will provide training to all secondary (WHS) Student Services staff who have IEP liaison duties a training on the Summary of Academic Achievement and Functional Performance. The Department Head for Westwood High School will then monitor the completion of each form for all students at WHS. |
| **Title/Role(s) of Responsible Persons:**A. HanscomDirector of Student Services | **Expected Date of Completion:**03/31/2014 |
| **Evidence of Completion of the Corrective Action:**Copies of agenda, sign ins, power point slides and other handouts will be provided to document completion of the Corrective Action plan. |
| **Description of Internal Monitoring Procedures:** Abigail Hanscom, Director of Student Services, will meet with WHS Department Head, Robert Fanning, monthly to monitor compliance with the plan detailed above. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved **Status Date**: 02/19/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By April 18, 2014, submit evidence of staff training, including copies of agendas, sign-in sheets, power point slides and other handouts. By September 25, 2014, following training of special education staff liaisons, conduct an internal review of records of secondary students who have graduated or exceeded the age of eligibility. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance. \*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):** 04/18/201409/25/2014 |

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

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| **Criterion & Topic:** SE 18B Determination of placement; provision of IEP to parent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Review of student records and interviews indicate that the district does not provide two copies of the proposed IEP and proposed placement to parents following development at the Team meeting. The district's current practice is to send one copy with two signature pages. |
| **Description of Corrective Action:** The District will commence sending two copies of the IEP to parents starting April 1, 2014. |
| **Title/Role(s) of Responsible Persons:**Abigail Hanscom, Director of Student Services | **Expected Date of Completion:**04/01/2014 |
| **Evidence of Completion of the Corrective Action:**The District will send a sample of the two IEP's and associated cover letter as a sample of the paperwork sent to families by 4/15/2014 to document compliance of the corrective action. |
| **Description of Internal Monitoring Procedures:** Abigail Hanscom, Director of Student Services, will coordinate and monitor the shift in practice from sending one to two copies of the IEP to families. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 18B Determination of placement; provision of IEP to parent | **Corrective Action Plan Status:** Approved **Status Date**: 02/19/2014 |
| **Basis for Status Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By September 25, 2014, submit the results of an internal review of student records. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to address any identified noncompliance.\*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):** 09/25/2014 |

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

Charter School or District: Westwood Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Abigail C. Hanscom

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 9, 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:** *A comparison of student rosters and teacher schedules submitted by the district revealed that current hours of ESL instruction ELLs receive are insufficient at all levels of English proficiency and are, therefore, inconsistent with Department guidelines. 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).*Document review also indicated that the district does not have an ESL curriculum used for direct ESL instruction or a plan to develop one that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards. See the Department’s WIDA English Language Development Standards Implementation Guide (Part I) at* [*http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf*](http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf) |
| **Narrative Description of Corrective Action:**“ESL instruction for ELLs is inconsistent with Department Guidelines”* ESL teacher staffing was increased from 1.5 FTE to 1.9 FTE to add time to Middle School and High School for September 2014 to respond to student load.
* A new position of ESL aide was created and funded to provide more support to level one and two speakers.
* Both staffing increases occurred for September 2014 are currently in place.
* The District will provide the service schedules for the increased services to the Department by October 30th.

“District does not have an ESL curriculum or a plan to develop one that is aligned to the Mass Frameworks”.* All WPS students are instructed in curriculum aligned to the MA Curriculum Frameworks via the WPS general education curriculum. All ELL students are included in this. The District’s plan for integrating the WIDA standards going forward is to have an ELL staff member who is trained in WIDA on all future curriculum alignment teams. The next curriculum area to be reviewed will be Science to incorporate the NGSS and WIDA in Fall 2015.
* The District has purchased and uses the *Avenues* curriculum levels A – F for grades 1-­‐5. This curriculum is published by Hampton Brown and is a research-­‐based curriculum for ELL’s that covers key instructional areas of: vocabulary development, phonics, phonemic awareness, fluency, spelling, writing and reading comprehension. This program includes content topics aligned with WIDA and the MA Curriculum Frameworks and has been in place for many years.
* ELL staff members provide differentiated instruction in content areas aligned with the MA Curriculum Frameworks daily.
* The Director of Student Services attended the DESE sponsored “ELL Curriculum Development Training” on May 23 – 24 and June 24, 2013 held in Chelsea, MA to provide District-­‐level oversight for future curriculum design district-­‐wide.
* ELL staff members participate in professional development offered by the District English Language Arts coordinator to maintain knowledge in the MA Curriculum Frameworks, CCSS, and District curriculum initiatives.
* The ELL Department members participated in the District-­‐level committee to develop the District Determined Measures for all staff to incorporate WIDA philosophy into all District DDM’s for a unified approach Pre K -­‐ 12.
* ELL staff members collaborate with general education staff members to determine topics for aligned instruction and assessment daily.
* ELL staff members’ Professional Practice Goals and Student Learning Goals are aligned with WIDA and MA curriculum frameworks as part of Westwood’s coordinated response to the new teacher evaluation regulation
* The District has purchased and incorporated the *Can-­‐Do* descriptors for each level K – 12 and provided copies of the ELD Standards to curriculum leaders.
* The District has purchased and is currently using the WIDA MODEL assessment screener tool/assessment and participates in the ACCESS testing program.
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| **Title/Role of Person(s) Responsible for Implementation:** Abigail C. Hanscom  | **Expected Date of Completion for Each Corrective Action Activity:** October 30, 2014 for submission of ESL teacher schedules and ELL aide caseload and schedule  |
| **Evidence of Completion of the Corrective Action:** Submission of staff schedules, caseloads  |
| **Description of Internal Monitoring Procedures:** Student Services Director will meet with ESL teachers to monitor caseloads, schedules, ELL aide assignment and schedule. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 5** | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The district indicated in the proposed CAP that ESL staffing was increased from 1.5 FTE to 1.9 FTE and a new position of ESL aide was created to support ELLs at proficiency levels one and two. The district should note that ESL instruction can only be delivered by ESL licensed educators and that the support provided by the ESL aide cannot count towards the ESL instructional time unless the aide is ESL licensed or on a current waiver issued by Massachusetts Department of Elementary and Secondary Education. The district stated that it integrated WIDA ELD standards into content area curriculum and encourages the collaboration between ESL teachers and content area teachers. However, even if WIDA ELD standards promote academic and social language development in core content area classrooms, ELLs must also continue to receive explicit and systematic English language instruction that is based on an ESL curriculum. “Avenues” or other purchased materials can be used as resources, but cannot replace the ESL curriculum districts are expected to develop for the purpose of ESL instruction. The district has not submitted a plan to develop an ESL curriculum that will reflect the content to be taught and address the instructional needs of the ELL population at all levels. The district should provide the Department with information about the process of developing ESL/ELD curriculum that integrates the WIDA standards as well as the timeline for implementation. |
| **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. Provide evidence of the licensure of the current ESL teacher(s)/aids.
4. Submit a plan that includes information about a process for reviewing or developing ESL curriculum that integrates WIDA ELD standards including information such as WIDA training opportunities for the district staff, responsible district staff, meeting dates, minutes and signing sheets and timelines for implementation.
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| **Progress Report Due Date(s): March 20, 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:** *Review of student records indicates that annual parental notification letters are not consistently maintained in the student record and do not include information about the specific exit requirements.* |
| **Narrative Description of Corrective Action:** “Review of student records indicates that annual parent notification letters are not consistently maintained in the student record and do not include information about the specific exit requirements”.* Current parent notification letters include information about specific exit requirements (sample will be sent to DESE by October 30, 2014)
* Rather than have ELL files kept with the ELL teacher at each school site a central repository filing system will be created and all ELL files with original documents will be maintained in the office of Student Services to ensure 100% compliance with the expectation that parent notification letters are maintained in the student record. An audit of all current files will be completed by December 30th and again on June 30th to ensure this has occurred.
 |
| **Title/Role of Person(s) Responsible for Implementation:** Abigail C. Hanscom  | **Expected Date of Completion for Each Corrective Action Activity:** October 30, 2014 for submission of parent notification letter with exit criteria and June 30th, 2015 for internalmonitoring update  |
| **Evidence of Completion of the Corrective Action:** Form, Record review  |
| **Description of Internal Monitoring Procedures:** Record review  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 10** | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**       |
| **Department Order of Corrective Action:**       |
| **Required Elements of Progress Report(s):** The district submitted the new Parent Notification Letter adopted since the CPR as evidence of corrective action taken. The new form meets the requirements of the criterion, including specific information about exit requirements. By March 20, 2015, submit the results of an internal review of the district’s English language learner student records to determine that the student records contain a copy of the Parent Notification Letter which includes an explanation of specific exit criteria. Indicate the number of records that were reviewed from each building, the number of records that were in full compliance, an explanation of the root cause for any records found out of compliance, and a description of the specific corrective action taken by the district to address any identified non-compliance.  |
| **Progress Report Due Date(s): March 20, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: ELE 13**  **Follow-up Support**  | **Rating:** Not Implemented |
| **Department CPR Finding:** *Review of student records indicates that the records do not include evidence of follow-up support for students who have exited the ELL education program.* |
| **Narrative Description of Corrective Action:** “Review of student records indicates that the records do not include evidence of follow up support for students who have exited the ELL education program”.* Documentation of follow up for FLEP students will be included in the student file (current monitoring form to be sent to DESE by October 30th, 2014).
* Rather than have ELL files kept with the ELL teacher at each school site a central repository filing system will be created and all ELL files with original documents will be maintained in the office of Student Services to ensure 100% compliance with the expectation that documentation of follow up to FLEP students is maintained in the student record. An audit of all current files will be completed by December 30th and again on June 30, 2015 to ensure this has occurred.
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| **Title/Role of Person(s) Responsible for Implementation:** Abigail C. Hanscom  | **Expected Date of Completion for Each Corrective Action Activity:** October 30, 2014 for submission of FLEP monitoring, June 30, 2015 |
| **Evidence of Completion of the Corrective Action:** Record review  |
| **Description of Internal Monitoring Procedures:** Record review |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 13**  | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**       |
| **Department Order of Corrective Action:**       |
| **Required Elements of Progress Report(s):** The district submitted the new monitoring procedures indicating that if the student is not successful the district will provide language support services and/or recommend re-entry to the ELE program. The district submitted a sample of the monitoring form and process to be implemented for monitoring students’ academic success over two years following exit from the ELE program. By March 20, 2015, submit the results of an internal review of the district’s English language learner student records to determine that the student records contain evidence of active monitoring for two years for students who have exited the ELE program. Indicate the number of records that were reviewed from each building, the number of records that were in full compliance, an explanation of the root cause for any records found out of compliance, and a description of the specific corrective action taken by the district to address any identified non-compliance.  |
| **Progress Report Due Date(s): March 20, 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:** *Review of student records indicates that annual parental notification letters, progress reports and report cards, and evidence of follow-up monitoring are not consistently maintained in the student record.* |
| **Narrative Description of Corrective Action:** “Review of student records indicates that annual parental notification letters, progress reports and report cards, and evidence of follow up monitoring are not consistently maintained in the student record”.* Rather than have ELL files kept with the ELL teacher at each school site a central repository filing system will be created and all ELL files with original documents will be maintained in the office of Student Services to ensure 100% compliance with the expectation that annual parental notification letters, progress reports and report cards, and evidence of follow up monitoring is maintained in the student record. An audit of all current files will be completed by December 30th and again on June 30th to ensure this has occurred.
 |
| **Title/Role of Person(s) Responsible for Implementation:** Abigail C. Hanscom  | **Expected Date of Completion for Each Corrective Action Activity:** June 30, 2015 |
| **Evidence of Completion of the Corrective Action:** Record review  |
| **Description of Internal Monitoring Procedures:** Record review |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 18** | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:**       |
| **Department Order of Corrective Action:**       |
| **Required Elements of Progress Report(s):** By March 20, 2015, submit the results of an internal review of the district’s English language learner student records to determine that the student records contain all required information, including parent notification letters, progress reports, evidence of monitoring of students who have exited ELL programs, and report cards. Indicate the number of records that were reviewed from each building, the number of records that were in full compliance, an explanation of the root cause for any records found out of compliance, and a description of the specific corrective action taken by the district to address any identified non-compliance.  |
| **Progress Report Due Date(s): March 20, 2015** |