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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: Salem

CPR Onsite Year: 2014-2015

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 04/01/2015.

**Mandatory One-Year Compliance Date:** **04/01/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 13 | Progress Reports and content | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | 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 13 Progress Reports and content | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records at the middle school demonstrated that progress reports do not always include written information on students' progress towards annual goals in the IEP; rather, progress reports consistently focus on coverage of course content and student effort. |
| **Description of Corrective Action:** During the months of May-June 2015 special education staff at CMS will receive formal professional development and support on progress report writing that reflects IEP progress and disability related needs, rather than on course content coverage and effort. |
| **Title/Role(s) of Responsible Persons:**Deborah Connerty Special Ed K-8 Department Head CMS Team Chairpeople | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**PD AgendaSign In-SheetSubmission of results of a random review of completed CMS Progress Reports from June 2015 |
| **Description of Internal Monitoring Procedures:** Team chairs and Special Ed Department head will work with special education teachers during the process of progress report writing to assure understanding of and compliance with progress report writing metrology, those struggling with understanding/following expectations will receive one to one support in the writing of reports with a gradual release of responsibly to the teacher in writing progress reports on their case load for June 2015. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved **Status Date:** 06/04/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 9, 2015, submit evidence of staff training, including an agenda, signed attendance sheet, training materials) on the written requirements for progress reporting. By January 8, 2015, following training and implementation of all corrective actions, conduct a review of first quarter progress reports for approximately 3-4 students at each level (elementary, middle, high school, out-of-district). Report the number of records reviewed at each level and the number with that include written information on the student's progress toward each IEP goal. If non-compliance is identified, report the specific actions taken to correct each individual student file, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it. \*Please note that when 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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 10/09/201501/08/2016 |

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| **Criterion & Topic:** CR 3 Access to a full range of education programs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Although the district has a policy that ensures equal access to a full range of education programs for all students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, or disability, this policy does not address the protected category of homelessness. |
| **Description of Corrective Action:** The District will be in compliance by adding the missing protected category of homelessness on the district website, school websites and all handbooks. |
| **Title/Role(s) of Responsible Persons:**Martine Albama, Director of Human Resources | **Expected Date of Completion:**09/30/2015 |
| **Evidence of Completion of the Corrective Action:**The revised and updated school policies, websites and all handbooks will be uploaded to DESE |
| **Description of Internal Monitoring Procedures:** Annual review of the policy and training of all staff |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 06/04/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 9, 2015, the district will submit evidence demonstrating that the protected category of homelessness is included in all policies and that parents, students and staffs have been informed. The district may submit examples from policies, handbooks, etc. or alternatively provide district webpage links. |
| **Progress Report Due Date(s):** 10/09/2015 |

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| **Criterion & Topic:** CR 8 Accessibility of extracurricular activities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review demonstrated that the district's policy to ensure the non-discriminatory sponsorship of extracurricular activities does not address the protected category of homelessness. |
| **Description of Corrective Action:** Please see CR#3 |
| **Title/Role(s) of Responsible Persons:**Martine Albama, Human Resources Director | **Expected Date of Completion:**09/30/2015 |
| **Evidence of Completion of the Corrective Action:**Please see CR#3 |
| **Description of Internal Monitoring Procedures:** Please see CR#3 |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Partially Approved **Status Date:** 06/04/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district must specifically revise its ATHLETICS AND STUDENT ACTIVITIES REGULATIONS policy to include the protected category of homelessness for this criterion. |
| **Department Order of Corrective Action:**Revise the ATHLETICS AND STUDENT ACTIVITIES REGULATIONS handbook & online version to include the protected category of homelessness. |
| **Required Elements of Progress Report(s):** By October 9, 2015, the district will submit a revised ATHLETICS AND STUDENT ACTIVITIES REGULATIONS handbook and verification district website posting of this document to demonstrate the inclusion of homelessness as a protected category. |
| **Progress Report Due Date(s):** 10/09/2015 |

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

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents indicated that while the district's special education department has comprehensive procedures for the discipline of eligible students, student handbooks omit the disciplinary procedures for students on 504 plans, for students not yet determined to be eligible, and the requirement that manifestation determinations must be conducted when students with disabilities approach 10 days of suspension. Document review also demonstrated that handbooks do not inform students and parents that students with disabilities may be removed and placed in interim alternative educational settings (IAES) upon the infliction of serious bodily injury in schools or school functions or that students may be placed in IAES settings upon the authority of a hearing officer if the district provides evidence that the student is substantially likely to injure him/herself or others. Handbooks also contain several references to outdated Chapter 766 regulations. |
| **Description of Corrective Action:** The 2015-2016 student handbooks is under review and the district will take corrective action to address the issues not previously mentioned and to be incompliance |
| **Title/Role(s) of Responsible Persons:**Martine Albama, Human Resources Director | **Expected Date of Completion:**09/30/2015 |
| **Evidence of Completion of the Corrective Action:**Updated all student handbooks and proper notification to parents and students |
| **Description of Internal Monitoring Procedures:** Yearly update, proper notification to parents, students and staff training |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 06/04/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 9, 20015, submit revised 2016 Student Handbooks demonstrating that Student Handbooks contain all required information, specifically:  1. disciplinary procedures for students on IEPs;  2. disciplinary procedures for students on 504 accommodation plans; 3. disciplinary procedures for students not yet determined to be eligible for special education; 4. the requirement to conduct manifestation determinations when students with disabilities approach 10  days of suspension; 5. required information that students with disabilities may be removed and placed in interim  alternative educational settings (IAES) upon the infliction of serious bodily injury in schools or school  functions or that students may be placed in IAES settings upon the authority of a hearing officer if the  district provides evidence that the student is substantially likely to injure him/herself or others; 6. Removal of references to Chapter 766 regulations. Alternatively, provide a link to the district's web pages, demonstrating the dissemination of the revised handbooks to staff, parents, and students. |
| **Progress Report Due Date(s):** 10/09/2015 |

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

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| **Criterion & Topic:** CR 10B Bullying Intervention and Prevention | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents demonstrated that student handbooks do not contain amendments that extend protections to students who are bullied by a member of the school staff, although the district's school committee is in the process of approving the amended plan. As a result, the district has not given parents and guardians annual written notice of the student-related sections of the Plan. |
| **Description of Corrective Action:** See CR10A |
| **Title/Role(s) of Responsible Persons:**Martine Albama, Director of Human Resources | **Expected Date of Completion:**09/30/2015 |
| **Evidence of Completion of the Corrective Action:**See CR10A |
| **Description of Internal Monitoring Procedures:** See CR10A |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved **Status Date:** 06/04/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 9, 20015, submit revised 2016 Student Handbooks demonstrating that Student Handbooks contain amendments to the Massachusetts anti-bullying law that extends protections to students who are bullied by a member of the school staff.Alternatively, provide a link to the district's webpages, demonstrating the dissemination of the updated Bullying Prevent Plan in student handbooks to parents and students. |
| **Progress Report Due Date(s):** 10/09/2015 |

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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:** A review of documents and interviews indicated that with the exception of the Carleton Elementary School, the district does not have a process to 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. |
| **Description of Corrective Action:** The District will have a standardized process to review all educational materials by using the Carlton School as an example |
| **Title/Role(s) of Responsible Persons:**Martine Albama, Director of Human Resources | **Expected Date of Completion:**09/30/2015 |
| **Evidence of Completion of the Corrective Action:**The revised policy will be aligned with DESE recommendation and the district standards and learning outcomes |
| **Description of Internal Monitoring Procedures:** This district wide policy on curriculum review will be revised annually to prevent civil rights violation on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date:** 06/04/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 9, 2015, submit a description of the district's process to ensure that individual teachers 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. By January 8, 2015, submit a sample of curriculum reviews from each school and a brief analysis of the curriculum review results and applicable action plans as a result of the review. |
| **Progress Report Due Date(s):** 10/09/201501/08/2016 |

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

District: Salem Public Schools

Corrective Action Plan Forms

Program Area: Career/Vocational Technical Education

Prepared by: Richard McLaughlin

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: March 30, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 1 | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews and review of documents demonstrated that there is not a four-year career plan for each student enrolled in a career/vocational technical education program. Document review indicated that the Program of Studies includes an academic planning form, and the guidance curriculum indicates a four-year plan of high school studies. However, this does not meet the requirement to assess all vocational technical students to determine individual vocational technical and academic aptitude, interest and learning styles and assistance with the development of a four-year career plan based on the assessments. Specifically, the career planning component of Naviance, including career assessments, is not utilized until grade ten. Interviews also indicated that the guidance department is not apprised of all information that could be used to assist each student in making the transition to the workforce, postsecondary education and apprenticeship, such as the articulation agreements available to career/vocational technical education students. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03(4)(d), Perkins Section 3(7) and 134 (b)(11))* |
| **Narrative Description of Corrective Action:** Salem High School has used the four year academic and Guidance Curriculum of Naviance for all students. The career planning began in the tenth grade but Guidance Director, Robert Quist, will start using Naviance’s career profilers for all ninth grade students, including every exploratory student. This will set up a four year career assessment and planning component for all students. This four year plan will develop an academic aptitude and interest pathway, which will assist each student in their transition to the workforce, post-secondary institutions and the military. All articulation agreements for the vocational programs have ~~not~~ now been brought to the attention of all the guidance counselors. The 2016-2017 Program of Studies will specifically mention the articulation agreements of all vocational programs. A meeting will be planned by the Vocational Director with the guidance counselors in September 2015 to review each articulation agreement and their requirements. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard McLaughlin, Vocational Education Director Salem High School2. Robert Quist, Director of Guidance Salem High School | **Expected Date of Completion for Each Corrective Action Activity:** September 15, 2015 |
| **Evidence of Completion of the Corrective Action:** - Copy of pages specifying articulation agreements in Program of Studies- Agenda of meeting with guidance staff with in September 2015.  |
| **Description of Internal Monitoring Procedures:** Vocational Director and Guidance Director will monitor Naviance Career Plan for all exploratory students.Vocational Director will address all articulation agreements with guidance staff at September meeting and will follow up with written copies of agreements for each of the counselors. An annual records review by the Director of Vocation Education with spot check of the four year career plans will be used as a monitoring strategy. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 1 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** *The district’s narrative description indicates that Salem High School students will be using Naviance’s career profiles beginning in grade nine.**Note that this should include the career assessment in grade nine. The narrative also states guidance staffs have now been apprised of all articulation agreements, that the vocational director will go over the articulation agreements with the guidance department in September, and that all articulation agreements are noted in the 2016-2017 Program of Studies. The internal monitoring states that the Vocational Director and Guidance Director will monitor Naviance Career Plan for all exploratory students, and that an annual records review by the Director of Vocation Education with spot check the four year career plans (for all students). The internal monitoring description further states that the Vocational Director will address all articulation agreements with guidance staff at the September meeting and will follow up with written copies of agreements for each of the counselors.*  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** provide evidence that the school has begun adminsitering career assessments to grade nine cvte students and using the results in the development of a four year career plan. Acceptable evidence could be a written summary of when and how all grade nine cvte students took a career assessment and how the results were used to begin developing a four year career plan. Evidence might also include guidance curriculum demonstrating the administration and use of the career assessments. Any school memos or meeting agendas demonstrating the practice of administering and using career assessments for grade nine cvte stduents may also be included in the progress report.**By January 29, 2016,** provide evidence that the internal monitoring process is in place. The district will provide the agenda of meeting with guidance staff (planned for September 2015) during which the guidance staff will be again be appraised of the articulation agreements. In addition, the district should provide a written summary of when and how the Vocational Director and Guidance Director monitored the Naviance Career Plan for all exploratory students, including any spot checks of the four year career plans (for all students). |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 3 | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews and review of documents revealed that the district is actively aligning all five Chapter 74-approved vocational technical education programs to the vocational technical education frameworks, but not every program assesses students for employability, management & entrepreneurship, and technological knowledge and skills. Interviews indicated that, among the eight Perkins Non-Chapter 74 programs, not all teachers are aware of the requirement to assess students for the acquisition of safety and health, employability, management and entrepreneurship, and technological knowledge and skills. Interviews, review of documents, and review of student records also demonstrated that there is no system for tracking the attainment of these competencies. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03 (4)(c), Perkins Section 3(5)(B) and 134)* |
| **Narrative Description of Corrective Action:** The five Chapter 74 approved vocational technical education programs are aligned to the vocational technical education frameworks including each strand in their curriculum. The Non-Chapter 74 technical programs teachers have not been aware that they must also be responsible for instructing and assessing employability skills, management, entrepreneurship, technical knowledge, safety and health. Most of these areas are covered in the Non- Chapter 74 Curriculums informally but specific lesson plans must be written to assure their students are aware of each of these important areas of concentration. Assessing and tracking of these competencies will be recorded with tests or quiz results. It may also be a row of the rubric during a project where the assessment takes place. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard Mclaughlin, Vocational Education Director Salem High School2. Lynne Mullen, Fine and Performing Arts Head Teacher Salem High School | **Expected Date of Completion for Each Corrective Action Activity:** April 1, 2016 |
| **Evidence of Completion of the Corrective Action:** As evidence, we can furnish a copy of the curriculum unit maps (from Atlas) and assessment tools used to cover the areas of study listed above.  |
| **Description of Internal Monitoring Procedures:** The Vocational Director and FAPA Head Teacher will monitor progress through the view of the curriculum unit maps found on Atlas, analysis of assessment tools and observation of teachers’ instructions, curriculum and assessment methods. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 3 | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The corrective action plan is partially approved because it is not clear and it does not address all of the findings. The district is reminded that CVTE 11 regards ***acquisition*** of knowledge and skills while CVTE 3 regards ***assessing*** students for the acquisition of knowledge and skills, including ***tracking of competencies***. The finding included a) not all of the Chapter 74 programs assesses students for employability, management & entrepreneurship, and technological knowledge and skills, b) not all teachers of the Non-Chapter 74 programs are aware of the requirement to assess students for the acquisition of safety and health, employability, management and entrepreneurship, and technological knowledge and skills, and c) there is no system for tracking the attainment of these competencies. Note that both Chapter 74-approved programs and Non-Chapter 74 programs must assess the knowledge and skills and track competency in all of the areas listed in the criterion. Regarding the Chapter 74-approved programs, the narrative of the corrective action plan states that thefive Chapter 74-approved vocational technical education programs are aligned to the vocational technical education frameworks including each strand in their curriculum. Alignment in and of itself does not evidence assessment or competency tracking. The narrative did not include a plan to have all of the Chapter 74-approved programs assess students for employability, management & entrepreneurship, and technological knowledge and skills.Regarding the Non-Chapter 74 programs, the narrative acknowledges that the teachers of these programs have not been aware of the requirements, asserts that most of these areas are covered in the Non- Chapter 74 Curriculums informally but that specific lesson plans must be written to assure their students are aware of each of these important areas of concentration. The narrative also states that assessing of knowledge and skills and tracking of competencies will be recorded with tests or quiz results, or with project-based learning rubrics. Overall, the corrective action plan requires more specific information on ***how*** the district will correct the findings. There is nothing in the narrative that addresses competency tracking, and there is nothing in the Internal Monitoring Procedures.It is unclear if the Internal Monitoring Procedures is for both the Chapter 74-aproved programs and the Non-Chapter 74 programs.However, the plan is partially accepted because it demonstrates a good-faith effort to address the findings.  |
| **Department Order of Corrective Action:** The district will provide a plan to have all of the Chapter 74-approved programs assess students for employability, management & entrepreneurship, and technological knowledge and skills. If the district has already taken steps to meet this requirement, then the plan will clearly state how this occurs. The district will also provide a plan to have all programs (both Chapter 74 and Non-Chapter 74) track competencies. The district will provide an Internal Monitoring Procedure that clearly states how the district will ensure that all CVTE programs assess the knowledge and skills and track competency in all of the areas listed in the criterion.  |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide the plans described in the Department Order of Corrective Action. **By January 29, 2016,** the district will provide the tracked competenicy lists for at least one stduent from every CVTE program. It is recommended that the district select grade 11 or grade 12 students, where possible, because upper class will have covered more material, and will have had more assessments, allowing teachers to track more competencies. Student names and SASID numbers should be redacted from any documentation. The district will also provide a summary (narrative) written by the Vocational Director and FAPA Head Teacher, which describes how they have monitored the progress of the corrective action, specifically how the programs are assessing safety, technical (included embedded academics), employability, management and entrepreneurship, and technological knowledge and skills, and how programs are then tracking competencies for those areas.  |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 4 | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews and review of documents revealed that students and parents/guardians are not consistently provided with information concerning career/vocational technical education programs, including specific programs/courses that are available, as well as employment and/or further education and registered apprenticeship opportunities. Articulation agreements for the Chapter 74-approved vocational technical early education and care program and the Non-Chapter 74 career and technical education business technology program are published in the 2014-2015 program of studies, whereas articulation agreements for the Chapter 74-approved vocational technical education culinary arts program and automotive technology program are not. Additionally, the Salem High School Career and Technical Education Admission Policy posted on the high school website is not the approved policy, as it was approved on August 15, 2014 and was not published at the time of the coordinated program review. (Legal Citation: Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03 (4)(b) and 4.03 (6)(a))* |
| **Narrative Description of Corrective Action:** There is a question as to how much the vocational technical programs reach out to parents, guardians and the community with information regarding the opportunities offered in these areas of concentration. Salem High School has several “Meet the Teacher” sessions, which are offered after school and during the morning on delayed openings. Progress Reports are sent home after each exploratory. Phone calls and emails are generated when there is a particular concern with a student. Teachers submit quiz and test grades in iPass and parents are encouraged to use iParent to oversee their child’s progress and work with the instructor whenever there is a concern.The Auto Technology Department is open to the community to work on the automobiles of Salem residents and the Culinary Arts Program has a restaurant open to the public five days a week. Culinary Arts also invites senior citizen groups from Salem and surrounding communities to luncheons on a monthly basis.The Graphic Arts Department and Digital Film and Animation participate in the Spring Arts in the Evening presentation to the community, and the entire Vocational and Technical Chapter 74 and Non-Chapter Programs participate in the Salem High School Fall Showcase (open house), where parents, perspective students and members of the community visit the programs and gain knowledge about the offerings. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard McLaughlin, Vocational Education Director Salem High School2. Lynne Mullen, Fine and Performing Arts Head Teacher3. Gail Doherty, Salem High School Webmaster | **Expected Date of Completion for Each Corrective Action Activity:** December 1,2015 |
| **Evidence of Completion of the Corrective Action:** A. Copies of memo and announcements regarding “Meet the Teacher” dates and timesB. Copies of first term progress reportsC. Copy of Vocational evaluation reportD. Logs of emails, phone calls or notes sent home to parentsE. An example of iPass generated grade submissionF. Copy of notices in the daily bulletin about senior citizen visits to Culinary Arts and opportunities for auto repair in Auto TechnologyG. Copy of advertisements, memos and announcements for the Fall Showcase and Spring Arts in the EveningH. The August 15, 2014 Admission Policy should be on the website before this school year is completedI. Eighth grade tours and presentationsJ. Program of Studies night with parentsK. Vocational Booklet designed by Graphic Arts, explaining all programs and employment opportunities  |
| **Description of Internal Monitoring Procedures:** The Vocational Director and FAPA Head Teacher will monitor each of the actions needed to complete each corrective action activity. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 4 | **Status of Corrective Action:** [ ]  Approved [ ]  Partially Approved [x]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The corrective action plan is disapproved because it does not fully adress the findings. The corrective action plan addresses how the district provides information in general, but the criterion and the findings focus on specific information:admission requirements for career/vocational technical programs; specific programs/courses that are available; employment and/or further education and registered apprenticeship opportunities.  |
| **Department Order of Corrective Action:** The district will update the Salem HS Program of Studies (POS) so that it includes all of the available articulation agreements. The district will also publish the current approved admission policy in either the Salem HS POS or the Salem HS Student-Parent Handbook. The district will establish a process for regular yearly review of these two documents to ensure the CVTE information is current and consistent. |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will submit a copy of the 2015-2016 Salem HS POS and the 2015-2016 Salem HS Student-Parent Handbook showing the updates. A draft form of either or both documcnts is acceptable if the documents are not finalized.**By January 29, 2016,** the district will submit a summary (narrative) which describes a process for regular yearly review of these two documents to ensure the CVTE information is current and consistent. |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 5 | **Rating: Partially Implemented** |
| **Department CPR Finding:***Review of documents indicated that the 2014-2015 Program of Studies and the brochures for career/vocational technical education programs do not contain a notice of nondiscrimination. In addition, the notice of nondiscrimination in both the cooperative education student application and the cooperative education employment agreement do not include gender identity as a protected category. Interviews revealed that while supports are provided for English language learners participating in the Chapter 74 exploratory program, there is no system of support for English language learners once enrolled in their chosen program after exploration. Interviews also demonstrated that technical teachers work to include English language learners fully in the program activities; however, the absence of a formal system of support has resulted in this special population of students not consistently accessing all program activities at the same level as their peers who are not members of a special population.* *(Legal Citation: M.G.L.c.76, Section, Vocational Technical Education Regulations 603 CMR 4.03(4) (6) (7), Perkins Sections 122 & 134)* |
| **Narrative Description of Corrective Action:** It is essential that the 2016-2017 Program of Studies, vocational brochures, cooperative education application and the cooperative education agreement contain a notice of nondiscrimination. Gender identity must be included as a protected category in the nondiscrimination statement on all written material. A system of support for English Language Learners must be set up after exploratory when they choose their vocational programs. This will assist the students and teachers to support this special population access to all program activities at the same level as their peers. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard McLaughlin, Co-Op Coordinator and Vocational Education Director Salem High School2. David Angeramo, Principal Salem High School3. Margaret Marotta, Special Education Coordinator and Assistant Superintendent Salem Public Schools4. Ashlen Fidalgo, ELL Coordinator Salem High School | **Expected Date of Completion for Each Corrective Action Activity:** September 2015Program of Studies, March 2016 |
| **Evidence of Completion of the Corrective Action:** A. Copy of 2016-2017 Program of StudiesB. Copy of Co-op application and Co-op agreement with proper nondiscrimination statementsC. Copy of any new vocations/technical brochures of material printed after June 2015.D. Copy of ELL support teacher’s schedule showing assistance to students after they complete the exploratory schedule.  |
| **Description of Internal Monitoring Procedures:** The Vocational Director/Co-op Coordinator will monitor the changes in the 2016-2017 Program of Studies, Co-op materials and new brochures in regards to nondiscrimination statements with particular attention to gender identity. Teachers can be trained on how to see students Access scores to determine how the scores relate to WIDA domains of language. A support system for ELL students must be set up to support students in the advanced vocational courses. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: CVTE 5** | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** There are three items in the finding a) the 2014-2015 Program of Studies and the brochures for career/vocational technical education programs do not contain a notice of nondiscrimination, b) the notice of nondiscrimination in both the cooperative education student application and the cooperative education employment agreement do not include gender identity as a protected category, c) there is no system of support for English language learners once enrolled in their chosen program after exploration resulting in this special population of students not consistently accessing all program activities.The Corrective Action Plan is partially approved for two reasons. First, the narrative is written in statements (a correction that *must* be done) rather than plans of action (a description of corrective actions that ***will*** be done), and second, because there is not enough information to demonstrate that all of the findings will be addressed. To address the absent or incomplete notices of nondiscrimination, the district is prepared to provide, as evidence of completion, a copy of 2016-2017 Program of Studies, a copy of Co-op application and Co-op agreement with proper nondiscrimination statements, and a copy of any new vocations/technical brochures of material printed after June 2015. These are accepted as evidence of completion. The internal monitoring procedure states that the Vocational Director/Co-op Coordinator will monitor the changes in the 2016-2017 Program of Studies, Co-op materials and new brochures in regards to nondiscrimination statements. That internal monitoring procedure is acceptable; however, it needs to continue in subsequent years to ensure continued compliance beyond the 2016-2017 school year. The narrative states that a system of support for English Language Learners *must* be set up after exploratory when they choose their vocational programs; however, the narrative does not describe ***how*** this will occur. As evidence of completion, the district is prepared to provide a copy of the ELL support teacher’s schedule showing assistance to students after they complete the exploratory schedule. This evidence of completion will be accepted in that it will show the schedule of supports used, but additional evidence will be required to show the ***system***of support services The internal monitoring procedure for this part of the finding is not accepted. The procedure should be a system to regularly check and see if the supports for ELL students in CVTE are in place.  |
| **Department Order of Corrective Action:** The district will describe support services for English Language Learners in CVTE programs beyond exploratory. The district will provide a narrative of ***how*** this will occur. The district will develop and describe an internal monitoring procedure. The procedure will be a system to regularly check and see if the supports for ELL students in CVTE are in place.  |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide the corrective action that has been ordered: a written description of the support services for English Language Learners in CVTE programs beyond exploratory, a narrative of ***how*** this will occur, and a description of an internal monitoring procedure (to regularly check and see if the supports for ELL students in CVTE are in place). The district will also provide a copy of 2016-2017 Program of Studies, a copy of Co-op application and Co-op agreement with proper nondiscrimination statements, and a copy of any new vocational/technical brochures or material printed after June 2015. **By January 29, 2016,** the district will provide evidence that the support services for ELL students are in place. This can be the written policy (as it appears in a staff handbook or other location) and a copy of the ELL support teacher’s schedule showing assistance to students after they complete the exploratory schedule. The district will also provide a written summary assuring that the internal monitoring procedure (for ELL support services) is being used.  |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: CVTE 8** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews and review of documents revealed that not all of the Non-Chapter 74 career and technical education programs in which students are enrolled meet the Perkins IV definition of career and technical education. While the majority of the Non-Chapter 74 programs have a sequence of courses, one program is only a single course. One Non-Chapter 74 program includes a current articulation agreement; however, the majority of programs do not include postsecondary linkages to prepare students for further education. Also, students are not being assessed for attainment of skills required for Non-Chapter 74 students (See CVTE 3). Interviews revealed that the different staff members who oversee Non-Chapter 74 programs possess no common understanding of the definition of or the requirements for programs reported as Non-Chapter 74 programs, and some program teachers were not aware that they were being reported in this program category. (Legal Citation: Perkins Section 3)* |
| **Narrative Description of Corrective Action:** One of the Non-Chapter 74 programs (Foods and Nutrition) does not meet the Perkins IV definition of career and technical education due to the fact that it is a single course without a sequence of courses. Ten years ago, Salem High School had Foods and Nutrition I and II and in a few cases, a Foods and Nutrition student now can be accepted into our Chapter 74 Culinary Arts four year sequence. However, this is very unusual so our Foods and Nutrition course will no longer be counted as a Non-Chapter 74 program at Salem High School. A few Non-Chapter 74 teachers were not clear of the skills needed to be assessed (CVTE 3), requirements of the program and the fact that they were being reported in this category. CVTE 3 explains what will be asked of the Non-Chapter 74 technical teachers and this will be explained at a department meeting in September 2015. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard McLaughlin, Vocational Education Director Salem High School2. Lynne Mullen, Fine and Performing Arts Head Teacher Salem High School | **Expected Date of Completion for Each Corrective Action Activity:** April 1, 2016 |
| **Evidence of Completion of the Corrective Action:** A. Foods and Nutrition will no longer be counted under the Perkins Non-Chapter 74 program with the DESE.B. An agenda of the September 2015 meeting with the Non-Chapter 74 instructors explaining what is required of them and why they are counted under this program category. A list of specific assessments will be addresses with the understanding that they will be completed by April 1, 2016.  |
| **Description of Internal Monitoring Procedures:** The Vocational Director and FAPA Head Teacher will monitor the completion of these curriculum units by reviewing a copy of the assessment tool showing the specific areas being addressed. Assistance will be given to those teachers having difficulty in any of these areas of their curriculum. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: CVTE 8** | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The corrective action plan narrative addresses part of the findings. Specifically, the narrative states that the Foods and Nutrition course will no longer be counted as a Non-Chapter 74 program at Salem High School. This addresses the finding that one Non-Chapter 74 program is only a single course. The narrative acknowledges that some Non-Chapter 74 teachers were not clear of the skills needed to be assessed (CVTE 3), requirements of the program, and the fact that they were being reported in this category. The corrective action narrative for this refers plan refers back to the CVTE 3 corrective action plan. It also states that there will be a department meeting in September 2015 at which time Non-Chapter 74 technical teachers will be made aware of requirements and will be apprised of what is expected for compliance with this criterion. It is important to note that CVTE 11 regards *acquisition* of knowledge and skills while CVTE 3 regards *assessing* students for the acquisition of knowledge and skills, including tracking of competencies. Further, CVTE 8 regards the Perkins Checklist, Document 9 of the Coordinated Program Review Procedures School District Information Package Career/Vocational Technical Education (CVTE). The standards in Perkins Checklist include (as examples) that the program includes a sequence of courses, and that the program includes both secondary and postsecondary elements that prepare students for further education. The district must ensure that all programs reported as Non-Chapter 74 career and technical education programs meet the standards of the Perkins Checklist.The description of the internal Monitoring Procedures addresses the review of curriculum units, but again, CVTE 8 regards the Perkins Checklist, which addresses curriculum, but includes additional standards. |
| **Department Order of Corrective Action:** The district will provide a revised corrective action plan, where the revised plan describes how the district will make the Non-Chapter 74 teachers aware of the standards in the Perkins Checklist and what actions will occur so that these Non-Chapter 74 programs those programs meet these standards. The revised plan will also include a revised Internal Monitoring Procedure, where the revised Internal Monitor Procedure will describe how the district will ensure that these programs continue to meet the standards of the Perkins Checklist. |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide a copy of the June 2015 SIMS data report for DOE044, which captures student enrollment in specific non-Chapter 74 programs. This report should evidence that the district is no longer reporting the Foods and Nutrition course as Non-Chapter 74 Culinary Arts.The district will also provide a revised plan; the revised plan describes how the district will make the Non-Chapter 74 teachers aware of the standards in the Perkins Checklist and what actions will occur so that these Non-Chapter 74 programs those programs meet these standards. The revised plan will also include a revised Internal Monitoring Procedure; the revised Internal Monitoring Procedure will describe how the district will ensure that these programs continue to meet the standards of the Perkins Checklist.**By January 29, 2016,** the district will provide the agenda(s) of any meetings with the Non-Chapter 74 instructors that address the corrective action plan. The district will also provide a written summary assuring that the internal monitoring procedure is being used.  |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: CVTE 9A** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews and review of documents revealed that the district has a system in place for accurate reporting of student data; however, some of the Non-Chapter 74 career and technical education programs reported in the Secondary Education’s Student Information Management System (SIMS) do not currently meet the federal Perkins Act definition of career and technical education. See CVTE 8. Consequently, the data for the Perkins indicators of performance inaccurately includes data of students who are not participating in career/vocational technical education programs. (Legal Citation: Perkins Section 113)* |
| **Narrative Description of Corrective Action:** One of the Non-Chapter 74 career and technical programs reported in SIMS does not currently meet the Perkins Act definition of career and technical education due to the fact that is does not have a sequence of courses related to it. If you refer to CVTE 8 an explanation of why Foods and Nutrition was listed was because at one time there was a Foods and Nutrition I and II. This course will now be considered an elective and no longer counted as a Non-Chapter 74 career and technical program on the Salem High School SIMS Report. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard McLaughlin, Vocational Education Director Salem High School2. Jim Herman, Salem SIMS Data Specialist | **Expected Date of Completion for Each Corrective Action Activity:** September 1, 2015 |
| **Evidence of Completion of the Corrective Action:** Foods and Nutrition will no longer appear on the Salem High School SIMS Report.  |
| **Description of Internal Monitoring Procedures:** The Vocational Director and the SIMS Data Specialist will review this in May 2015 and both will take note of this change when the SIMS numbers are recorded. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: CVTE 9A** | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The corrective action plan narrative states that the district will discontinue reporting the Foods and Nutrition course as a Perkins Culinary Arts CVTE program in SIMS. This addresses the finding in part. The Description of Internal Monitoring Procedures states that the Vocational Director and the SIMS Data Specialist will review the SIMS data reporting in May 2015. The corrective action plan is partially accepted because the district is taking steps to ensure accuracy in SIMS data reporting. However, the plan is to correct a specific reporting error identified by the review team from the Office for Career/Vocational Technical Education. The district must develop a plan to self-monitor to ensure that all CVTE programs reported in SIMS meet the Perkins definition.  |
| **Department Order of Corrective Action:** The district will submit a plan to self-monitor to ensure that all CVTE programs reported in SIMS meet the Perkins definition.  |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide a plan to self-monitor to ensure that all CVTE programs reported in SIMS meet the Perkins definition.**By January 29, 2016,** the district will provide evidence that all programs reported in SIMS under DOE044 CVTE Non-Chapter 74 Career and Technical Education Program Participation meet the Perkins definition. As this evidence is aligned to the evidence for CVTE 8, the district may provide the same documentation for CVTE 9a Progress Report #2 as it does for CVTE 8 Progress Report #2. |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 10 | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews and review of documents indicated that Program Advisory Committees for the five Chapter 74-approved vocational technical education programs and the General Advisory Committee include school personnel as advisory members. Program Advisory Committees and General Advisory Committees may not have a member of the school committee, or other school official or school personnel serve as members. In addition, the advisory groups are not involved in the development, implementation, and review of Non-Chapter 74 career and technical education programs. (Legal Citation: Perkins Section 134 (b)(5), M.G.L. c.74 Section 6, Vocational Technical Education Regulations 603 CMR 4.03 (1))* |
| **Narrative Description of Corrective Action:** The Chapter 74 Advisory Committees have, in the past, welcomed school personnel to the meetings to answer questions, keep them up to date and encourage a positive interaction with Salem High School and the members of the Advisory Committee not associated with Salem Public Schools. We have invited vocational and academic teachers, guidance counselors, head teachers, housemasters, Vocational Director, Principal, Superintendent and members of our School Committee. Each has made important contributions to our meetings but it is my understanding that they cannot be official members of our Advisory Committees. Starting with the Fall 2015 meetings, only official members, not affiliated with the Salem Public Schools will be listed as Advisory Committee members.The Non-Chapter 74 career and technical programs have not had advisory groups involved in the development, implementation and review of their programs. Several of the Non-Chapter 74 instructors were invited to our Spring Advisory Dinner meetings in April of 2015 and the plan is to initiate their own Advisory Committees during the Spring of 2016. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard Mclaughlin, Vocational Education Director Salem High School2. Lynne Mullen, Fine and Performing Arts Head Teacher Salem High School | **Expected Date of Completion for Each Corrective Action Activity:** May 1, 2016 |
| **Evidence of Completion of the Corrective Action:** 1. Members and official sign in sheets for the five Chapter 74 programs at the Fall 2015 Advisory Meetings.2. An agenda for the Non-Chapter 74 programs to review the Advisory Committee Guide and plan the Spring Advisory Committee Meetings. This will give the Non-Chapter 74 instructors a chance to recruit committee members and set an agenda for the Spring meeting.  |
| **Description of Internal Monitoring Procedures:** The Vocation Director and FAPA Head Teacher will monitor the Chapter 74 meetings and work with the Non-Chapter 74 instructors as they make plans for their Spring meetings. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 10 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The Narrative Description of the Corrective Action Plan acknowledges that the school committee members and school staff cannot be voting members of program advisory committees or the general advisory committee. As noted, non-advisory committee members may attend meetings and participate in discussions, where invited, but cannot be formal members of the committees and do not have voting privileges. To address this portion of the finding, the district will amend their advisory membership forms to reflect only official voting members. Again, non-advisory members may attend meetings if the district wishes, and they may participate in discussions as long as it is clear that they are not official members with voting privileges. The plan also acknowledges that Non-Chapter 74 career and technical programs have not had advisory groups involved in the development, implementation and review of their programs. The corrective action plan is to initiate advisory committees for the Non-Chapter 74 programs during the Spring of 2016. Note that individual advisory committees are acceptable, but one advisory for all Non-Chapter 74 programs would be equally acceptable. The plan should, but does not, detail how these advisories will be initiated. The details of how these advisories will be initiated will be a requirement of the first progress report.The evidence of completion of the corrective action should be advisory committee membership forms rather than sign in sheets of the fall meeting, as the membership forms will more readily indicate compliance. The internal monitoring procedures should include a regular review of advisory committee membership forms. |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide advisory committee membership forms. The district will also provide details of how the Non-Chapter 74 advisories will be initiated (recruitment plans, etc.). The district will provide a revised internal monitoring procedure that includes a regular review of advisory committee membership forms by appropriate persons.**By January 29, 2016,** the district will provide any of the elements not previously submitted in the first progress report (if any). The district will provide a summary of the progress in establishing an advisory committee (or advisory committees) for the Non-Chapter 74 programs. The district will also provided evidence that the advisory membership forms have been reviewed. A written summary attesting that advisory membership forms have been reviewed is sufficient. |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: CVTE 11** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews and review of documents demonstrated that not all of the district’s programs provided employability, management & entrepreneurship, and technological knowledge and skills. Interviews indicated some of the Perkins Non-Chapter 74 program teachers were not aware that they must provide safety & health, employability, management & entrepreneurship, and technological knowledge and skills. See also CVTE 3.(Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03 (4), Perkins Section 3(5)(B) and 134(b)(3)(C))* |
| **Narrative Description of Corrective Action:** The Non-Chapter 74 programs instructors do acknowledge that they do teach employability skills, management, entrepreneurship, technological skills, safety, and health during their courses but have not set up specific curriculum units for each area. These curriculum units will now be written for each area and used as a central theme of importance to each program. The CVTE 3 assessment of these areas will follow each lesson and bring relevance to how these lessons are important to any program of study.  |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard McLaughlin, Vocational Education Director Salem High School2. Lynne Mullen, Fine and Performing Arts Head Teacher Salem High School | **Expected Date of Completion for Each Corrective Action Activity:** June 1, 2016 |
| **Evidence of Completion of the Corrective Action:** A copy of all curriculum units and assessment tools from each Non-Chapter 74 teacher covering the areas of study listed above.  |
| **Description of Internal Monitoring Procedures:** The Vocational Director and FAPA Head Teacher will monitor the instructors’ program through review of the curriculum units, observations and analyzing assessments of their segment of their curriculum |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: CVTE 11** | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The plan is partially approved because the narrative says that curriculum units will be written in the Non-Chapter 74 programs for employability, management & entrepreneurship, and technological knowledge and skills; however, the corrective action plan only addresses the Non-Chapter 74 programs. The finding included a) not all of the district’s programs provided employability, management & entrepreneurship, and technological knowledge and skills and b) some of the Perkins Non-Chapter 74 program teachers were not aware that they must provide safety & health, employability, management & entrepreneurship, and technological knowledge and skills. Note that both Chapter 74-approved programs and Non-Chapter 74 programs must provide employability, management & entrepreneurship, and technological knowledge and skills. The internal monitoring procedure is acceptable, noting that it must apply to both Chapter 74 and Non-Chapter 74 programs. |
| **Department Order of Corrective Action:** The district will provide a plan to have all of the Chapter 74-approved programs provide employability, management & entrepreneurship, and technological knowledge and skills. If the district has already taken steps to meet this requirement, then the plan will clearly state how this occurs.  |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide the plans described in the Department Order of Corrective Action. **By January 30, 2016,** the district will provide a copy of the curriculum units that demonstrate that each program (both Chapter 74 and Non-Chapter 74) teaches employability, management and entrepreneurship, and technological knowledge and skills. The district will also provide a summary (narrative) written by the Vocational Director and FAPA Head Teacher, which describes how they have monitored the progress of the corrective action, specifically how the programs are employability, management and entrepreneurship, and technological knowledge and skills.  |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 12 | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews revealed that there is no system in place to ensure that all of the articulation agreements for the career/vocational technical education programs are annually reviewed and approved. For example, while two of the articulation agreements were reviewed and approved in 2014, one articulation agreement was signed in 2012, and there was no evidence of annual review and approval. See also CVTE 1. (Legal Citation: Vocational Technical Education Regulations 603 CMR 4.03 (4), Perkins Section 134(b)(3)(A))* |
| **Narrative Description of Corrective Action:** No system is in place at Salem High School to annually review and approve the articulation agreements in force or those in the future. An annual review will be set up with the Vocational Director, FAPA Head Teacher, Principal and Chapter 74 and Non-Chapter 74 instructors to guarantee proper signage and relevant criteria for the articulation agreements. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard McLaughlin, Vocational Education Director Salem High School2. Lynne Mullen, FAPA Head Teacher Salem High School3. David Angeramo, Principal Salem High School4. Chapter 74 and Non-Chapter 74 Instructors | **Expected Date of Completion for Each Corrective Action Activity:** November 15, 2015 |
| **Evidence of Completion of the Corrective Action:** Principal Angeramo will receive copies of all articulation agreement in force on or before November 15, 2015 and every November 15th in the succeeding years.  |
| **Description of Internal Monitoring Procedures:** The Vocational Director will be responsible for all articulation agreement approvals and reviews and will also be responsible for presenting these agreements to the Principal of Salem High School. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 12 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The plan states that an annual review will be set up with the Vocational Director, FAPA Head Teacher, Principal and Chapter 74 and Non-Chapter 74 instructors to guarantee proper signage and relevant criteria for the articulation agreements. Details of how this will occur can be included in the first progress report. Note that an articulation agreement that indicates that the agreement is good for (example) two years does not need to be *updated* until the two years have passed. However, an *annual review* system must be in place to determine if the agreement requires an update sooner. An example would be if there has been a change to the program content on which the agreement was formed, in which case the district would contact the postsecondary institution to inform them of the change and ask if the articulation agreement will still be honored with the described change. Note also that an email from the postsecondary institution stating that the agreement is current and/or will be extended is sufficient evidence of compliance with this criterion. |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide details of how an annual review will occur. **By January 29, 2016,** the district will provide a list of the articulation agreements and evidecne that they are current.  |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: CVTE 13** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Review of documents and interviews indicated the following issues with implementation of Cooperative Education policies: 1) there is no safety and health orientation specific to the work site for all employee-students; 2) regular supervisory activities to ensure that the Cooperative Education agreement is followed at the work site do not occur; and 3) student competency attainments are not updated. While documents indicated that the district obtains criminal offender record information (CORI) for all current and prospective cooperative education employers, the CORI policy is applied only to the individual who signs the student’s time card and evaluation sheet. Interviews also demonstrated there is no system in place to determine which individual(s) at the cooperative education work site may also require a CORI because they might have direct and unmonitored contact with the student. Document review also indicated that the notice of nondiscrimination in both the cooperative education student application and the cooperative education employment agreement does not include gender identity as a protected category. (Legal Citation: Code of Federal Regulations Title 29 (CFR 29) Parts 570.51-570.68, M.G.L. c. 74 Sections 1, M.G.L. c.149, Sections 1, Vocational Technical Education Regulations 603 CMR 4.03(7), Chapter 385 of the Acts of 2002)* |
| **Narrative Description of Corrective Action:** Salem High School has the potential to have a co-operative education program but recently has had very few students interested in participating. A safety and health orientation, which is specifically geared to a co-op placement, must be part of the co-op orientation for every student considering co-op placement. Regular supervisory activities at the co-op sites must be documented and student competency attainments should be updated on a regular basis. Cori forms must be used for all individuals with direct and unmonitored contact with the student. All cooperative education student applications and employment agreements must include gender identity as a protected category. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard McLaughlin, Vocational Education Director Salem High School2. David Angeramo. Principal Salem High School | **Expected Date of Completion for Each Corrective Action Activity:** October 1, 20115 |
| **Evidence of Completion of the Corrective Action:** The evidence for CVTE 13 will be the checklist developed for safety and health prior to co-op placement. There will be documentation of supervisory visits and activities to ensure the co-operative agreement is followed. Co-op student completed attainments will be recorded on a regular basis and updated each term. ALL individuals at a co-operative worksite with direct on unmonitored contact with the student will be required to submit to a Cori evaluation. ALL cooperative materials, including applications and employer agreements will include gender identity as a protected category.  |
| **Description of Internal Monitoring Procedures:** The Vocational Director/Co-op Coordinator will present the revised material to the Principal to check the compliance of activities and written material designated under CVTE 13. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: CVTE 13** | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The Corrective Action Plan is partially approved for two reasons. First, the narrative is written in statements (a correction that *must* be done) rather than plans of action (a description of corrective actions that *will* be done), and second, because there is not enough information to demonstrate that all of the findings will be addressed. However, the plan is partially accepted because the reviewer understands that the district acknowledges the areas on non-compliance and the proposed evidence of completion of the corrective action indicates that the district will be remediating the findings. The details of how the district will remediate the findings must be included in the first progress report. For example, how will the checklists be used, how will regularly supervisory visits occur, etc. The description of internal monitoring procedures states that the Vocational Director/Co-op Coordinator will present the revised coop materials to the Principal to check for compliance. This is acceptable as an initial step, but an internal monitoring system must ensure compliance moving forward. As part of the first progress report, the district will be asked to describe the procedure for regular review of student coop files to ensure compliance. The evidence of completion includes a checklist “developed for safety and health prior to co-op placement”. For clarification, the findings include the need for a safety and health orientation specific to the work site prior to commencing work. This is not the same as an inspection the cooperative education site prior to the finalization of the cooperative education agreement. A safety and health orientation specific to the work site provides the student with knowledge of safety protocols, emergency exits, and equipment safety, etc. that is specific to that cooperative education site, and this is usually done by the coop employer. Whereas the inspection prior to finalization of the agreement is an assessment of the safety of the work site in general, and this is usually done by the Cooperative Education Coordinator or a Chapter 74 licensed technical teacher. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide the details of how the district will remediate the findings. For example, how will the checklists be used, how will regularly supervisory visits occur, etc. The district will also provide a description of the procedure for regular review of student coop files to ensure compliance. Documentation will also included all cooperative materials, applications and employer agreements as well as any checklists. **By January 29, 2016,** the district will provide a written summary of how the current student coop records have been reviewed for compliance. The written summary will make clear how the new procedures have been implemented for all coop placements. |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: CVTE 14** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews and review of documents revealed that not all requirements for non-cooperative education (unpaid) work-based learning activities are in place. See CVTE 13. (Legal Citation: Perkins Section 134, M.G.L. c. 74 Section 2A, M.G.L. c. 152, Chapter 385 of the Acts of 2002)* |
| **Narrative Description of Corrective Action:** Robert Quist, Director of Guidance at Salem High School has developed documents for non-co-operative education unpaid work-based learning activities, which the guidance department supervises and regulates. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Robert Quist, Director of Guidance Salem High School2. Guidance Staff Salem High School | **Expected Date of Completion for Each Corrective Action Activity:** September 1, 2015 |
| **Evidence of Completion of the Corrective Action:** The documents used for these non-cooperative education unpaid work-based learning activities will be presented to the DESE Coordinated Program Team for review.  |
| **Description of Internal Monitoring Procedures:** The Director of Guidance and his staff will monitor the paperwork and work-based learning process to ensure the documents are in place and all requirements are being covered. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: CVTE 14** | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** The district narrative of the corrective action plan indicates that the district will be revising the procedures and paperwork used for the non-cooperative education (unpaid) work-based learning activities. As part of the corrective action plan, the district will provide the procedures and documents in the first progress report for review by the Office for Career/Vocational Technical Education (OCVTE). Note that the district can provide these to OCVTE prior to the first progress report for the purpose of feedback and to address the finding sooner.  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide the procedures and documents (all forms) for non-cooperative education (unpaid) work-based learning activities in the first progress report for review by the Office for Career/Vocational Technical Education.**By January 29, 2016,** the district will provide the finalized procedures and documents (if revision was required) for non-cooperative education (unpaid) work-based learning activities. The district will provide a written summary of how the current student non-cooperative education work-based learning records have been reviewed for compliance. The written summary will make clear how the new procedures have been implemented for all unpaid work-based learning placements. |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: CVTE 20** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *A site visit by the Office of Career/Vocational/Technical Education safety specialist conducted November 5-7, 2014 revealed that not all facilities used for career/vocational technical education meet current occupational standards. The Office for Career/Vocational Technical Education sent a Safety Survey Report, which included details specific to each program, to Superintendent Russell under separate cover. (Legal Citation: Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03(3) (d)).* |
| **Narrative Description of Corrective Action:** Both CVTE 20 and CVTE 21 do not need to be included in the CAP because Salem is addressing those with Dave Edmonds through the safety report template. |
| **Title/Role of Person(s) Responsible for Implementation:**  | **Expected Date of Completion for Each Corrective Action Activity:**  |
| **Evidence of Completion of the Corrective Action:**  |
| **Description of Internal Monitoring Procedures:**  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: CVTE 20** | **Status of Corrective Action:** [ ]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not applicable. |
| **Department Order of Corrective Action:** Not applicable. |
| **Required Elements of Progress Report(s):** The district will continue to provide Dave Edmonds of the Office for Career/Vocational Technical Education with monthly updates using the Safety Survey Report Response Template, as requested. However, please indicate the status of correcting the facilities concerns by **November 30, 2015.** |
| **Progress Report Due Date(s): November 30, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 21 | **Rating: Partially Implemented** |
| **Department CPR Finding:** *A site visit by the Office of Career/Vocational/Technical Education safety specialist conducted November 5-7, 2014 revealed that not all equipment used for career/vocational technical education meets current occupational standards. The Office for Career/Vocational Technical Education sent a Safety Survey Report, which included details specific to each program, to Superintendent Russell under separate cover. (Legal Citation: Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03(3) (d))* |
| **Narrative Description of Corrective Action:** Both CVTE 20 and CVTE 21 do not need to be included in the CAP because Salem is addressing those with Dave Edmonds through the safety report template. |
| **Title/Role of Person(s) Responsible for Implementation:** N/A | **Expected Date of Completion for Each Corrective Action Activity:** N/A |
| **Evidence of Completion of the Corrective Action:** See Safety Report Response Template  |
| **Description of Internal Monitoring Procedures:** See Safety Report Response Template |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 21 | **Status of Corrective Action:** [ ]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not applicable. |
| **Department Order of Corrective Action:** Not applicable. |
| **Required Elements of Progress Report(s):** The district will continue to provide Dave Edmonds of the Office for Career/Vocational Technical Education with monthly updates using the Safety Survey Report Response Template, as requested. However, please indicate the status of correcting the equipment concerns by **November 30, 2015.** |
| **Progress Report Due Date(s): November 30, 2015**  |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: CVTE 22** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Interviews revealed that technical teachers are unaware of the Perkins Act Core Indicator of Performance outcomes beyond their assistance in the career/vocational technical education graduate follow-up surveys, which provided data for Perkins core indicator 5S1. Therefore the technical teachers cannot utilize the Perkins Act Core Indicator of Performance outcomes to improve programs and outcomes for students. (Legal Citation: Perkins Section 113)* |
| **Narrative Description of Corrective Action:** It was discovered that some vocational and technical teachers are unaware of the value of the Perkins Core Indicators of Performance Outcomes. This limits the effectiveness of improving programs. By analyzing the outcomes of their students, discussion should provoke how knowledge of the outcomes could improve their programs. |
| **Title/Role of Person(s) Responsible for Implementation:** 1. Richard McLaughlin, Vocational Education Director Salem High School2. Lynne Mullen, FAPA Head Teacher Salem High School | **Expected Date of Completion for Each Corrective Action Activity:** October 15, 2015 |
| **Evidence of Completion of the Corrective Action:** An agenda from a meeting with the vocational and technical teachers explaining and analyzing the Perkins Core Indicators. Discussion should provoke how knowledge of the outcomes could improve their programs.  |
| **Description of Internal Monitoring Procedures:** The Vocational Director and FAPA Head Teacher will meet individually with their teachers to review the core indicators and make suggestion that will improve the Perkins Core Indicators for their program. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: CVTE 22** | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** While the districts narrative of the corrective action plan is written more as a statement than a plan, the evidence of completion makes clear that the district plan is to meet with the technical teachers to explain and analyze the Perkins Core Indicator Data, and that discussion will focus on how to improve core indicators. This criterion addresses both the Chapter 74 and the Non-Chapter 74 programs. The district includes both the Vocational Education Director and the FAPA Head Teacher as persons responsible for the implementation of the corrective action, which suggests that the district is clear that the criterion applies to all Perkins programs. The description of the internal monitoring process states that the Vocational Director and FAPA Head Teacher will meet individually with teachers to review the core indicators and make suggestion that will improve the Perkins Core Indicators for their program. Working individually with teachers is a reinforcement of the corrective action.  |
| **Department Order of Corrective Action:**  |
| **Required Elements of Progress Report(s):** **By November 30, 2015,** the district will provide an agenda from any meetings with the vocational and technical teachers that regard the Perkins Core Indicators.**By January 29, 2016,** the district will provide a written summary of the success of the meetings and any subsequent indivudual meetings. |
| **Progress Report Due Date(s): November 30, 2015; January 29, 2016** |

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

District: Salem Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Salem Public Schools / Mary A. Mitchell

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: May 26, 2016**

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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 review of district documentation and staff interviews indicated that ELLs receive additional support either through small group pull-out or by pushing into the general education classroom. In either way the ESL support is based on the content area curriculum and the accommodations ELLs may need to complete a task. The district’s approach to providing ESL services is limited with sheltered content instruction and overlooks the need of English language learners(ELLs) for instruction focused on English language development; therefore, there is no indication that the district has an educationally sound ELE program that helps ELLs attain an English language proficiency level comparable to that of the average native speakers and eliminate a lingering and indirect impediment to ELLs’ equal participation in the regular instructional program.* *Although the district wants to proceed with the task of creating an ESL curriculum, there was no plan in place for this task at the time of the onsite visit. ESL instruction should be based on district-level ESL curriculum that is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD standards frameworks.* |
| **Narrative Description of Corrective Action:** Salem Public Schools (SPS) will analyze the curricula needs of ELLs district-wide and develop curricula to facilitate their English language development (ELD) so that they will be able to attain an English language proficiency level comparable to that of an average native speaker.  |
| **Title/Role of Person(s) Responsible for Implementation:** * Margaret Marotta, Asst. Superintendant Pupil Personnel Services
* Rebecca Westlake, ELL Director
* Margarita Ruiz (with respect to implementation of guidelines for ELL classroom assignment)
* School Principals (with respect to implementation of guidelines for ELL classroom assignment)
 | **Expected Date of Completion for Each Corrective Action Activity:** 1. Summer, 2015:
2. A team of ELL teachers and administrators will meet throughout July and early August to analyze the current instructional procedures of ELL in mainstream classrooms and to develop consistent, district-wide guidelines surrounding the implementation of ELD services that will provide ELLs the instruction needed to obtain ELD levels comparable to native English speakers. These guidelines will be shared and explored as part of the August Principals Retreat.
3. This summer team will also begin initial analysis of current ELD curricula needs in the district and develop a timeline for developing district-wide ELD curriculum maps.
4. This summer team will identify the additional members to join an ELD Curricula Development Team for SY2015-2016.
5. Fall 2015 through Spring 2016:

ELD Curricula Development Team will meet monthly by grade level to develop ELD curriculum maps for the district.  |
| **Evidence of Completion of the Corrective Action:** 1. Consistent district-wide guidelines for sheltered instruction and ELD of ELLS in mainstream classrooms will be developed and codified by August 2015. These guidelines will be shared with principals during their summer retreat in August. Agenda and materials from Principal Retreat will be submitted to DESE with October 1 Progress Report
2. ELD Curricula Team membership and timeline of ELD curricula development work will be submitted with Oct 1 Progress Report. Quarterly benchmarks will be developed at this time to support DESE reporting
3. ELD Curricula Team meeting agendas and attendance sheets from ELD curricula team meetings will be submitted across the school year.
4. ELD curricula will submit progress toward benchmarks on Jan 15, April 15 and June 15.
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| **Description of Internal Monitoring Procedures:** 1. ELL Director, with the support of the Asst. Superintendent, will monitor the mainstream classroom assignments of ELLs in each school to ensure that ELL students are assigned to maximize support for their academic achievement.
2. The ELL Director will participate in the summer team meetings and the ELD Curricula Team development meetings throughout the year.
3. The ELL Director will evaluate the ELD curricula team work product on an on-going basis.
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| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 5 | **Status of Corrective Action:** [x]  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 submit consistent, district-wide guidelines for sheltered instruction and ELD of ELLS in mainstream classrooms by **November 5, 2015**.
2. Please submit the agenda and materials from Principal Retreat by **November 5, 2015**.
3. Please submit information on the ELD Curricula Team membership and timeline of ELD curricula development work and quarterly benchmarks by **November 5, 2015**.
4. Please submit ELD Curricula Team meeting agendas and attendance sheets from ELD curricula team meetings. The due date for this submission will be determined after the first progress report.
5. Please submit ELD curricula progress toward benchmarks. The due date for this submission will be determined after the first progress report.
6. Please provide a detailed description of the ESL models (push-in, pull-out, co-teaching) that are being implemented in the district by **November 5, 2015**. The description will include answers to the questions below:
* What is the curriculum used for each ESL instructional model?
* How does the district decide which model is appropriate for ELLs in the district?
* How does the district ensure that the focus is ESL instruction when the ESL teacher pushes in or works collaboratively with the classroom teacher?
* How are the outcomes of these models assessed by the teachers and the district?
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| **Progress Report Due Date(s): November 5, 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:** *District documentation indicated that not all district ESL teachers/tutors that provide ELLs with ESL instruction hold an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education.* |
| **Narrative Description of Corrective Action:** All ELL Tutors previously hired by SPS have been non-renewed. Salem Public Schools and principals hiring for their school sites will hire qualified, ESL/ELL-certified teachers and professional staff to provide ELD minutes to ELLs. In the event that a qualified, certified candidate cannot be hired and the hiring of a non-ESL/ELL-certified teacher or staff is necessitated the principal will request in a timely manner a waiver from DESE. |
| **Title/Role of Person(s) Responsible for Implementation:** * Margaret Marotta, Asst. Superintendent Pupil Personnel Services
* Rebecca Westlake, ELL Director
* Martine Albama, Human Resource Director
* School Principals (responsible for their respective school sites)
 | **Expected Date of Completion for Each Corrective Action Activity:** **ESL/ELL Licensed Teachers and Staff:*** **June 15, 2013** All waivered teachers in ELL teaching positions within the district will be non-renewed.
* **June 30, 2015** all non-certified ELL tutors employed in the district receive letters of non-renewal .
* **Ongoing** All ELL hires will be signed off by the ELL Director before contractual signing assuring that proper certifications are in place ELL Director will approve in writing the hire of any waivered ELL staff.
* **September 9, 2015**: Each building principal will forward to the ELL Director a list of staff providing ELD services to ELLs in their building. This list will include the certifications of said teachers and professional staff.
* **September 30, 2015**: School principals, working with the Human Resource Department, will have applied to DESE for any needed waivers.

**ELD Instructional Minutes Provided by Licensed Teachers and Staff:*** **October 2, 2015:** All teachers providing ELD minutes to ELLs will enter their description of services and minutes into ELLevation, the ELL data management system in use by SPS.
* **October, 2015:** The ELL District office will audit the instructional minutes reported to ensure that **all** ELLs are receiving the appropriate ELD instructional minutes by a staff that is ESL/ELL licensed (or that the waiver process has been initiated).
 |
| **Evidence of Completion of the Corrective Action:** * Oct 1 progress report will include a list of teachers providing ELD instructional minutes to ELLs and the licensure of each teacher. .
* Oct 1 progress report will include a list of any waiver applications for teachers that provide ELD instructional minutes to ELLs.
* ELLevation report (or other report) showing the ELL services received by each ELL and the teacher or other professional staff providing these services.
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| **Description of Internal Monitoring Procedures:** * The district ELL office will maintain a file of resumes and certification list of district-wide providers of ELD minutes.
* The Human Resource department will notify the ELL district office, school principals, and Asst. Superintendent of any unlicensed personnel on the above-referenced ELD provider lists for whom the waiver process has not been completed by school principals.
* The Human Resource department will notify the ELL district office, school principals, and Asst. Superintendent of any waiver decisions from DESE.
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| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 14 | **Status of Corrective Action:** [x]  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 submit the names and license numbers of all ESL licensed teachers or the waiver information of the teachers licensed in other areas, but assigned to teach ESL.
2. Please complete the attached form by school for each ELL student in the district to show that the change in staffing the ELE program did not impact the ESL instructional time ELLs receive.
3. Provide a copy of the 2014-15 ESL teacher schedules for all grade levels district wide.All schedules should include the following for each block of time:
	* Names of the ELL students
	* Grade level for each student;
	* English proficiency level for each student
 |
| **Progress Report Due Date(s): November 5, 2015** |