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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: Winchendon

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 08/25/2015.

**Mandatory One-Year Compliance Date:** **08/25/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 20 | Least restrictive program selected | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |
| CR 18A | School district employment practices | Partially Implemented |
| CR 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |

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

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| **Criterion & Topic:** SE 20 Least restrictive program selected | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that Non-participation Justification statements in IEPs do not always indicate why the removal of the student from the general education classroom is considered critical to the student's program and the basis for the IEP Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Description of Corrective Action:** The training of Special Education coordinators in response to the Non-participation Justification finding will be conducted by Director of Pupil Services. The special education coordinators will, in turn, train all special education staff who write IEPs on how to include appropriate language and reasoning regarding the non-participation justification statement in each students IEP. |
| **Title/Role(s) of Responsible Persons:**Director of Pupil ServicesSpecial Education Coordinators (Team chairpersons) | **Expected Date of Completion:**09/23/2015 |
| **Evidence of Completion of the Corrective Action:**The meeting attendance documents and the agendas will be used at the meetings. |
| **Description of Internal Monitoring Procedures:** Director of Pupil Services will conduct her own IEP record review quarterly to ensure compliance regarding non-participation justification. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved **Status Date:** 10/13/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training conducted regarding Non-Participation Justification statements, including signed attendance sheets (with name and role), agenda and any training materials. This progress report is due November 30, 2015. Conduct an internal review of approximately 10 records with IEP development post-training for evidence of appropriately developed Non-Participation Justification statements. Please provide an analysis of this review to include the number of records reviewed and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due March 4, 2016. \*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 the person(s) who conducted the review, their role(s), and their signatures. |
| **Progress Report Due Date(s):** 11/30/201503/04/2016 |

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| **Criterion & Topic:** CR 8 Accessibility of extracurricular activities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents confirmed that the district's policy regarding accessibility of extracurricular activities does not specifically address the protected categories of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness. |
| **Description of Corrective Action:** The district's policy regarding accessibility of extracurricular activities will address protected categories of gender identity and homelessness after the school committee's approval by Oct. 15, 2015. These changes will be reflected in the next printing of the student handbooks.After the approval, we will use three action steps to disseminate this information to all: letters regarding this change will go to each family, the Winchendon public schools staff will receive an all-staff e-mail from Director of Pupil Services, stating that we have added the regulatory language, and the change will appear in all schools handbooks the following school year 2015-2016. |
| **Title/Role(s) of Responsible Persons:**Director of Pupil ServicesSchool CommitteeSchool Principals | **Expected Date of Completion:**09/23/2015 |
| **Evidence of Completion of the Corrective Action:**Evidence will be in letters to families and all-staff e-mail. Also, these changes will be reflected in the next printing of the student handbooks. |
| **Description of Internal Monitoring Procedures:** After the school committee's approval, we will use three action steps to disseminate this information to all: letters regarding this change will go to each family, the Winchendon public schools staff will receive an all-staff e-mail from Director of Pupil Services, stating that we have added the regulatory language, and the change will appear in all schools handbooks the following school year 2015-2016. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/13/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** While the district's corrective action includes adding the protected categories of gender identity and homelessness in its policy, it does not state that the remaining protected categories as described in the finding will be included. In addition, the corrected policy will need to be adopted as a addendum to the current 2015-2016 school year, and not the following school year as the district has purposed. |
| **Department Order of Corrective Action:**Ensure that the protected categories of race, sex, gender identity, color, religion, national origin, sexual orientation, disability and homelessness are included in the district's accessibility of extracurricular activities policy. In addition, the district will adopt the updated policy regarding accessibility of extracurricular activities and will include it as an addendum in the current 2015-2016 district handbook. |
| **Required Elements of Progress Report(s):** Submit evidence of the district's updated policy regarding accessibility of extracurricular activities presentation and approval by the school committee. This progress report is due November 30, 2015. Submit evidence that the updated policy has been included as an addendum for the current 2015-2016 handbook and that this information has been disseminated to both district staff and to families. This progress report is due January 15, 2016. |
| **Progress Report Due Date(s):** 11/30/201501/15/2016 |

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| **Criterion & Topic:** CR 9 Hiring and employment practices of prospective employers of students | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents confirmed that the district's statement signed by employers recruiting at the school does not specifically address the protected categories of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. |
| **Description of Corrective Action:** The district's statement signed by employers recruiting at the school will address the protected categories of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. |
| **Title/Role(s) of Responsible Persons:**Director of Pupil Services | **Expected Date of Completion:**09/23/2015 |
| **Evidence of Completion of the Corrective Action:**Updated document of Employer Supervisor and Student Intern Agreement |
| **Description of Internal Monitoring Procedures:** Director of Pupil Services will place the updated form in the appropriate folder for others to access. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved **Status Date:** 10/13/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that the district's statement signed by employers recruiting at the school specifically addresses the protected categories of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. This progress report is due November 30, 2015. |
| **Progress Report Due Date(s):** 11/30/2015 |

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| **Criterion & Topic:** CR 18 Responsibilities of the school principal | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and interviews confirmed that documentation on the use of instructional support services for students is not always available as part of the evaluation information reviewed by IEP Teams when determining special education eligibility. |
| **Description of Corrective Action:** All school administrators and special education coordinators will be re-trained in the process of creating RTI files and placing them in special education students' files after the initial special education eligibility determination.Training regarding documents on the use of instructional support services for students when determining special education eligibility will occur in two different instances: in a by-monthly administrative meeting and in a special education coordinators' meeting. The training will include discussion regarding RTI data files and its inclusion in special education student files. |
| **Title/Role(s) of Responsible Persons:**Director of Pupil ServicesSchool principals/ assist. principalsSp. Ed. coordinators | **Expected Date of Completion:**09/23/2015 |
| **Evidence of Completion of the Corrective Action:**The agendas and meeting attendance sheets will be our evidence of completion of corrective action. |
| **Description of Internal Monitoring Procedures:** Periodically, Director of Pupil Services, will conduct internal reviews for elementary, middle and high school student files who have recently been found eligible for special education services to note if RTI files could be found in the files. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved **Status Date:** 10/13/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that the principal and other relevant personnel ensure that Team Chairs have access to data resulting from instructional supports when IEP Teams convene to discuss students' initial eligibility for special education services, including signed attendance sheets, agendas, and examples of training materials. This progress report is due November 30, 2015. Conduct an internal record review for students who received instructional support and were subsequently evaluated for special education eligibility following the implementation of all corrective actions. Review these records for evidence that data on the students' instructional supports was available and considered during the Team process for determining eligibility. Please provide an analysis of this review to include the number of records reviewed, and the number of records found to be non-compliant. For any records found to be non-compliant, please provide an analysis of the root cause(s) and any steps that the district has taken to remedy the non-compliance. This progress report is due March 4, 2016. \*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 the person(s) who conducted the review, their role(s), and their signatures. |
| **Progress Report Due Date(s):** 11/30/201503/04/2016 |

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| **Criterion & Topic:** CR 18A School district employment practices | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents confirmed that the district's notice for job vacancies does not address the specific protected categories of race, color, national origin, sex, or disability. |
| **Description of Corrective Action:** Winchendon public schools will discuss, with the responsible staff member, the process of posting job vacancies that address protected categories of race, national origin, sex, or disability. |
| **Title/Role(s) of Responsible Persons:**Director of Pupil ServicesData and Information Webmaster | **Expected Date of Completion:**09/23/2015 |
| **Evidence of Completion of the Corrective Action:**Recent SchoolSpring postings will serve as evidence of completion of corrective action. |
| **Description of Internal Monitoring Procedures:** Periodically, Director of Pupil Services will monitor SchoolSpring postings in regards to job vacancies to insure the specific protected categories are listed. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 18A School district employment practices | **Corrective Action Plan Status:** Approved **Status Date:** 10/13/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that the district's notice for job vacancies includes the specific protected categories of race, color, national origin, sex, and disability. This progress report is due November 30, 2015. |
| **Progress Report Due Date(s):** 11/30/2015 |

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| **Criterion & Topic:** CR 24 Curriculum review | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and interviews confirmed that while the district conducts curriculum review at multiple levels throughout the district, this process does not ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of gender identity. |
| **Description of Corrective Action:** Winchendon Public Schools district will disseminate information regarding the review of all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the bias of gender identity to all individual teachers. |
| **Title/Role(s) of Responsible Persons:**Director of Pupil ServicesPrincipals/asst. principals | **Expected Date of Completion:**09/23/2015 |
| **Evidence of Completion of the Corrective Action:**The electronic memo to all-staff will serve as evidence of completion of corrective action. |
| **Description of Internal Monitoring Procedures:** Director of Pupil Services will remind all school principals' and assist. principals' to send a memo to all teaching staff to review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of gender identity. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Approved **Status Date:** 10/13/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that all teaching staff have been informed to include gender identity as a protected class when reviewing educational materials for simplistic and demeaning generalizations. Include examples of updated procedures and evidence of training. This progress report is due November 30, 2015. |
| **Progress Report Due Date(s):** 11/30/2015 |

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and interviews confirmed that the district does not formally evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Description of Corrective Action:** The district will create a set of tools and protocols that will be used to collect data for civil rights institutional review. The district will chose to select a number of protected categories: homelessness, gender, and ELL status. |
| **Title/Role(s) of Responsible Persons:**Director of Pupil ServicesELL admin./ teacherAfter School Coord.Dir. of Alt. Program | **Expected Date of Completion:**09/23/2015 |
| **Evidence of Completion of the Corrective Action:**1. We will collect parent sign-in sheets for open houses and annual surveys for middle and high school ELL students. It will help us to monitor ELL students and their parents access to programs.2. We will conduct monthly walk-throughs at the alternative school's gym; we will create schedules for access to the gym for equal gender access if necessary. 3. We will review sign-in sheets for the after-school programs by students who are identified as homeless; we will use personalized phone calls home to encourage students participation. Additionally, we will review our after-school program brochure for inclusive language and transportation accommodations for homeless students. |
| **Description of Internal Monitoring Procedures:** 1. ELL administrator will collect and analyze parent sign-in sheets for open houses. Second, the ELL administrator and ELL teachers will create and implement an annual survey for middle and high school ELL students. The answers on the survey will indicate whether students have knowledge of all in-school supports, after school sports and clubs that they could join. We will analyze the survey results and discuss this with students and administration if changes are warranted. 2. For equal access of gender: Director of Pupil Services will conduct monthly walk-throughs at our alternative school's gym collecting data on who is using the facilities. If our data shows that girls do not attend the gym as often as boys the staff will propose to create a schedule that allows girls to access the gym without boy's being in there. 3. For equal access for homeless students: The Winchendon After School Coordinator will review the sign-in sheets for after school programs. If she finds they participate at a lower rate the Winchendon After School Coordinator will reach out directly to families identified as homeless and will attempt to convey the information about the supports we offer for their children to participate in our programs. The coordinator will keep a phone log of these contacts so that the Pupil Services Director can assess our efforts on a quarterly basis.Also, we propose to form a committee to analyze our after-school program brochure for inclusive language and certain transportation accommodations for students who are identified as homeless. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Partially Approved **Status Date:** 10/13/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:** While the district purposes to implement a set of protocols to be used for its civil rights institutional self-evaluation and will select three specific protected classes for its initial review, the district must ensure that this process, over time, will include analysis of all required protected categories in future reviews. |
| **Department Order of Corrective Action:**When submitting the district's protocols that will be used for civil rights institutional self-evaluation, provide evidence that this process will include, in subsequent reviews, the protected categories of race, color, gender identity, religion, national origin, sexual orientation and disability. |
| **Required Elements of Progress Report(s):** Provide samples of the district's newly developed instruments, such as surveys, templates or tools, used for the purpose of civil rights institutional self-evaluation. This progress report is due November 30, 2015. Submit the results of the district's institutional self-evaluation utilizing these newly developed procedures. This progress report is due March 4, 2016. |
| **Progress Report Due Date(s):** 11/30/201503/04/2016 |

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

District: Winchendon Public Schools

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Kristina Mecelicaite, Director of Pupil Services

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: November 22, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic**: ELE 2 State AccountabilityAssessment | **Rating:** Not Implemented |
| **Department CPR Finding:** *MCAS participation rates as shown in the state database indicates that only 92% of the ELLs in the district participated in the MCAS English Language Arts test.* |
| **Narrative Description of Corrective Action:** We believe that our SIMS report had one student coded incorrectly as the second year students when he, in actuality, was the fist year student. He did not take the test. We have designed a five-steps internal monitoring process that will insure we carefully check of our student participation in the MCAS or PARCC.100% of ELL students will participate in the MCAS or PARCC English Language Arts Test.1. At the beginning of every October, each school’s secretaries will input new SIMS data in SchoolBrains.
2. By the end of October, the ELL coordinator will double-check each school’s’ SIMS data and make sure that all ELL students are coded correctly.
3. In December, ELL teachers and the Director of Pupil Services together will review together the MCAS or PARCC guideline updates including the participation requirements.
4. Two weeks before the MCAS or PARCC is administered, the ELL coordinator will print the ELL students list and, with guidance counselors, plan students’ participation in the state testing.
5. On the days of the MCAS or PARCC, the attendance of ELL participation will be observed and recorded by the ELL coordinator.
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| **Title/Role of Person(s) Responsible for Implementation:** Kristina Mecelicaite, Director of Pupil Services, Tabitha DeHays, ELL Coordinator and Teacher, Dangira Mazutis, ELL teacher, school secretaries, guidance counselors. | **Expected Date of Completion for Each Corrective Action Activity:** Ongoing |
| **Evidence of Completion of the Corrective Action: ELL staff workgroup meeting minutes, agenda, attendance sheet, and training materials.** |
| **Description of Internal Monitoring Procedures**: The annual student record reviews related to the MCAS or PARCC participation and staff training before the standardized state tests will serve as the internal monitoring procedures.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 2 | **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):** Please submit a roster of the ELLs who are required to take MCAS tests in 2016. Please specify if they have been administered all the content tests their grade level requires. Provided that there are students who have not been tested in all content areas, determine the root cause of the non-compliance and provide the district’s plan to remedy it.  |
| **Progress Report Due Date(s): June 29, 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 the documentation submitted by the district indicated that there are inconsistencies in the level of ESL instruction ELLs receive which impedes the rights of ELLs to receive equal access to ESL services and the educational programs offered by the district. For instance, some of the students at WIDA proficiency level 5 receive 120 minutes of daily ESL instruction while a student at WIDA proficiency level 2 receives only 30 minutes of ESL instruction per day.* |
| **Narrative Description of Corrective Action:** To meet this criterion we have restructured our two ELL teachers’ schedules. One .5 ELL teacher who has been serving only students in middle and high school will begin splitting time between there and Toy Town Elementary, servicing two 5th grade students at Toy Town. The other full-time ELL teacher will now be available to serve students at Memorial School. In order to meet the district’s GROWTH target, the lowest level students will receive longer direct language instruction. |
| **Title/Role of Person(s) Responsible for Implementation:** Kristina Mecelicaite, Director of Pupil Services, Tabitha DeHays, ELL Coordinator and the ELL teacher Dangira Mazutis, guidance and administrative assist.  | **Expected Date of Completion for Each Corrective Action Activity:** January, 2016 |
| * **Evidence of Completion of the Corrective Action:**
* The two 5th graders (level 3 and level 5) will each gain 15 minutes per day, bringing them to a total of 45 minutes of ESL every other day.  This does not yet meet the requirements, but it does increase their time by 50%.
* The two level 1 students will each gain 30 minutes of time every other day, which means they will meet the required time of 90 minutes every other day, and will continue to get 60 minutes of ESL on other days.
* The level 2 student will also gain 30 minutes of ESL every other day, bringing her to 60 minutes every other day.  This does not quite meet her required minutes, but it does double the amount of time she was getting before.

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| **Description of Internal Monitoring Procedures:** Monthly ELL staff meetings with the director of Pupil Services and twice -a -year students schedule reviews will serve as our internal monitoring procedures.  |
| 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 complete district information in the attached spreadsheet labeled ELL List by school for each ELL student in the district.
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| **Progress Report Due Date(s): March 23, 2016** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** ELE 6 Program Exit and Readiness | **Rating:** Partially Implemented |
| **Department CPR Finding:** *A review of the ELL roster revealed that the district does not exit ELL students from the district’s language acquisition program after they receive a composite ACCESS for ELLs score of 6 and demonstrate that they have acquired English proficiency. Please see* [*http://www.justice.gov/crt/about/edu/types.php*](http://www.justice.gov/crt/about/edu/types.php) |
| **Narrative Description of Corrective Action:** Our internal monitoring process will include:1. Our ELL coordinator will review new ACCESS results each spring.
2. She will fill the exit forms for the Level 6 –Reaching students. The students will become FLEP.
3. Both ELL teachers will notify guidance and the school administration about the ACCESS results.
4. Director of Pupil service will notify the parents about the ELL status change.
5. Students will be monitored for next 2 years by the ELL coordinator and ELL teacher.
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| **Title/Role of Person(s) Responsible for Implementation:** Kristina Mecelicaite, Director of Pupil Services, School Principals**,** Tabitha DeHays, ELL Coordinator, Dangira Mazutis, ELL teacher | **Expected Date of Completion for Each Corrective Action Activity:** March-June, 2016 |
| **Evidence of Completion of the Corrective Action:**   |
| **Description of Internal Monitoring Procedures:** ELL exit records review andmonthly ELL meetings with the ELL staff will serve as the monitoring procedures.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** ELE 6 | **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 a description of the district’s reclassification procedures and other supporting documents such as annual review forms
2. Please submit a roster of the reclassified students with their most recent ACCESS scores and other relevant data the district considered for reclassification.
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| **Progress Report Due Date(s): June 29, 2016** |