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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: Greater Lawrence Regional Vocational Technical

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 03/16/2015.

**Mandatory One-Year Compliance Date:** **03/16/2016**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 3 | Special requirements for determination of specific learning disability | Partially Implemented |
| SE 3A | Special requirements for students on the autism spectrum | Partially Implemented |
| SE 13 | Progress Reports and content | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 18 | Responsibilities of the school principal | 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 3 Special requirements for determination of specific learning disability | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and interviews indicated that while IEP Teams create a written determination as to whether or not a student has a specific learning disability, not all Team members sign this document acknowledging agreement or disagreement with the determination. |
| **Description of Corrective Action:** Upon receipt of the CPR Final Report, the Director of Special Education and the Evaluation Team Leader (ETL) reviewed the Mandated form 28M/10 in the student files that were selected for the CPR. It was determined not all TEAM members including the parent of the student and general education instructor had signed the form consistently. All TEAM members in attendance will sign Mandated form 28M/10. |
| **Title/Role(s) of Responsible Persons:**Jane M. D. Bailey, Director of Special Education | **Expected Date of Completion:**10/31/2015 |
| **Evidence of Completion of the Corrective Action:**The ETL will conduct a training for all Special Education Liaisons to ensure their understanding of the requirements for SE#3 and the District's procedure which includes completion of the Mandated form 28M/10 with signatures from team members including the parent, general education instructor and the evaluator and any disagreement of the diagnosis is documented and attached to Mandated form 28M/10The form will be completed by the ETL and submitted with the IEP to the Director of Special Education for review. A copy of the SLD form will be kept in the student's Special Education file. |
| **Description of Internal Monitoring Procedures:** An internal review will be conducted quarterly to ensure Mandated form 28M/10 is being signed by all team members and any disagreement with the diagnosis of specific learning disability is documented and attached to Mandated form 28M/10.Quarterly, an internal review of 25% of the records of students diagnosed with a Specific Learning Disability will be conducted. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 3 Special requirements for determination of specific learning disability | **Corrective Action Plan Status:** Approved **Status Date:** 04/23/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of staff training, including signed attendance sheets (with name and role), agenda, and any training materials regarding the special requirements for determination of specific learning disability, particularly that written determination is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement. This progress report is due June 17, 2015. Conduct an internal review of approximately 10 records in which SLD determination was discussed and documented for students with SLD eligibility determinations after implementation of all corrective actions. Provide an analysis of this review to include the number of records reviewed and the number of records founds to be non-compliant. For any records found to be non-compliant, 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 November 9, 2015. \*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):** 06/17/201511/09/2015 |

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

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| **Criterion & Topic:** SE 3A Special requirements for students on the autism spectrum | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams do not always consider and specifically address the following: 1) the verbal and nonverbal communication needs of the student; 2) the need to develop social interaction skills and proficiencies; 3) the needs resulting from a child's unusual responses to sensory experiences; 4) the needs resulting from engagement in repetitive activities and stereotyped movements; 5) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder. |
| **Description of Corrective Action:** Upon receipt of the CPR Final Report, the Director of Special Education, the Evaluation Team Leader (ETL) and Special Education Specialist reviewed the files that were selected for the purpose of the CPR and determined the District had not met the requirements for Criterion #3A Special Requirements for Students on the Autism Spectrum. The TEAM Leader will ensure the portion of IEP8 "For students with an Autism Spectrum Disability" will be completed during the TEAM meeting. |
| **Title/Role(s) of Responsible Persons:**Jane M. D. Bailey, Director of Special Education | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**The ETL will conduct a training for all Special Education Liaisons to ensure their understanding of the requirements for SE#3A and the District's procedure as follows:The portion of IEP8 "For students with an Autism Spectrum Disability" will be completed during the TEAM meeting. Two copies of the draft IEP, including IEP8 will be given to the parent/guardian at the conclusion of the TEAM meeting.The final IEP, including IEP8 will be submitted to the Director of Special Education for review and signature. |
| **Description of Internal Monitoring Procedures:** The records of students who are diagnosed with an Autism Spectrum Disability will be reviewed annually by the Director of Special Education in order to ensure that form IEP8 was completed for each student. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 3A Special requirements for students on the autism spectrum | **Corrective Action Plan Status:** Approved **Status Date:** 04/23/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training, including signed attendance sheets (with name and role), agenda, and any training materials regarding the special requirements for students on the autism spectrum. This progress report is due June 17, 2015. For those students identified by the Department in need of IEP revision, submit documentation as described in the Student Issues Worksheet, mailed to the district via regular post. This progress report is due June 17, 2015.Conduct an internal review of approximately 10 records in which IEP Teams considered and specifically address all seven required areas autism in IEPs developed after the implementation of all corrective actions. Provide an analysis of this review to include the number of records reviewed and the number of records founds to be non-compliant. For any records found to be non-compliant, 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 November 9, 2015. \*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):** 06/17/201511/09/2015 |

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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 and interviews indicated that when a student's eligibility terminates because the student has graduated from secondary school, the district does not consistently provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |
| **Description of Corrective Action:** The Director of Special Education and Evaluation Team Leader (ETL) reviewed the Summary of Student Performance form that is provided by the District's IEP vendor and determined the form is appropriate to meet the requirements of SE #13 Progress Reports and Content, Section 3 relative to procedures when a student's eligibility terminates due to graduation from the District or because the student exceeded the age of eligibility. |
| **Title/Role(s) of Responsible Persons:**Jane M. D. Bailey, Director of Special Education | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**The ETL will conduct a training for all Special Education Liaisons to ensure their understanding of the requirements for SE#13 and the District's procedure which includes completion of the Summary of Student Performance form.The form will be completed by the liaison and a hard copy of the completed form will be given to the ETL for review. Prior to graduation or when a student exceeds the age of eligibility, the Summary of Student Performance form will be given to the student. A copy of the form will remain in the student's Special Education file. |
| **Description of Internal Monitoring Procedures:** The Director of Special Education and the ETL will complete an annual internal record review to ensure the Summary of Student Performance form has been completed when a student's eligibility terminates due to graduation or exceeds the age of eligibility. This will include a review of fifteen student records between June 15th and June 30th of each school year in order to ensure the Summary of Student Performance form was completed for each student who graduated or exceeded the age of eligibility. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 13 Progress Reports and content | **Corrective Action Plan Status:** Approved **Status Date:** 04/23/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence of the staff training, including signed attendance sheets (with name and role), agenda, and any training materials regarding the requirement that the district provide the student with a summary of his or her academic achievement when the student's eligibility for special education services terminates. In addition, please provide the newly adopted form that will be used for this purpose. This progress report is due June 17, 2015. Conduct an internal review of approximately 10 records in which written summaries were provided to students whose special education services terminated upon graduation or the student has exceeded the age of eligibility following the implementation of all corrective actions. Provide an analysis of this review to include the number of records reviewed and the number of records founds to be non-compliant. For any records found to be non-compliant, 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 November 9, 2015. \*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):** 06/17/201511/09/2015 |

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

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| **Criterion & Topic:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** Document review indicated that the district's annual and continuous notification concerning nondiscrimination does not include gender identity as a protected category. |
| **Description of Corrective Action:** CR 12A - Document review indicated that the district's annual and continuous notification concerning nondiscrimination does not include gender identity as a protected category. The district has amended its nondiscrimination statement to include gender identity as a protected category. |
| **Title/Role(s) of Responsible Persons:**Director of Human Resources | **Expected Date of Completion:**04/06/2015 |
| **Evidence of Completion of the Corrective Action:**School District Committee Policy was updated to include gender identity.The Faculty Handbook and Student Handbook now include the updated non-discrimination statement.The 2014-2015 admissions application has the District's non-discrimination statement at the bottom of first page and is distributed to all sending middle schools for all prospective students and their families. |
| **Description of Internal Monitoring Procedures:** Policy and Faculty Handbook are provided to all employees for review upon hire and annually at the beginning of each school year.The Student Handbook is reviewed annually by the Dean of Discipline, prior to annual distribution to students. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date:** 04/23/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide evidence that the district's annual and continuous notification concerning nondiscrimination includes gender identity as a protected category. The district may provide links to its website to demonstrate the implementation of its corrective action. This progress report is due June 17, 2015. |
| **Progress Report Due Date(s):** 06/17/2015 |

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

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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 indicated that the district does not always include documentation on the use of instructional support services for the student as part of the evaluation information reviewed by the Team when determining eligibility. |
| **Description of Corrective Action:** When a student is referred for an evaluation to determine eligibility for special education services, the Special Education Director, under direction of the Principal, will ensure that documentation on the use of instructional support services for the student is provided as part of the evaluation information and reviewed by the Team when determining eligibility. |
| **Title/Role(s) of Responsible Persons:**Elizabeth Freedman, PrincipalJane Bailey, Director of Special Education | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**When a student is referred for an evaluation to determine eligibility for Special Education Services through the tiered support system, all information relative to instructional support (RTSS Referral Packet) will be forwarded by the student's guidance counselor to the Special Education Department Specialist. The Special Education Specialist will create a student folder for the Initial Evaluation and will include the RTSS Referral Packet in the folder. The Evaluation Team Leader will review the information in the RTSS Referral Packet with TEAM members and the information will be considered when determining eligibility. Should the student be found eligible, the information will be considered when developing the IEP goals and accommodations. |
| **Description of Internal Monitoring Procedures:** The Principal and Director of Special Education will complete an internal review of initial evaluation records annually to ensure the documentation from the RTSS was reviewed and considered when determining eligibility for Special Education Services. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved **Status Date:** 04/23/2015 **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 June 17, 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 November 9, 2015. \*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):** 06/17/201511/09/2015 |

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

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and interviews indicated that the district does not formally evaluate all aspects of its 9-12 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 has installed a formal process to annually review aspects of its 9-12 program, ensuring all students have equal access to all programs. |
| **Title/Role(s) of Responsible Persons:**Principal, Liz Freedman | **Expected Date of Completion:**06/30/2015 |
| **Evidence of Completion of the Corrective Action:**Operational meeting agendas and data presentations. The leadership team will be identifying specific subgroups, beginning with 9th grade ELL and Special Education students, to ensure the exploratory program provides equal access for students to all 19 career areas. |
| **Description of Internal Monitoring Procedures:** The Principal facilitates weekly operations meetings, including school administrators in the analysis of grade 9 student data. The Administrative Student information Specialist will lead the annual internal review to ensure all students have equal access to all 9-12 programs. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 04/23/2015 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Provide a detailed description of the district's newly developed process and any samples of instruments created to gather data, such as surveys, templates or tools, used for the purpose of civil rights institutional self-evaluation. This progress report is due June 17, 2015. Submit the results of the district's institutional self-evaluation utilizing these newly developed procedures, along with documentation of any changes made as a result of the evaluation. This progress report is due November 9, 2015. |
| **Progress Report Due Date(s):** 06/17/201511/09/2015 |

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

District: Greater Lawrence Technical School

Corrective Action Plan Forms

Program Area: English Learner Education

Prepared by: Gregory Haas – Assistant Principal

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 17, 2016**

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: ELE 10 Parent Notification** | **Rating: Partially Implemented** |
| **Department CPR Finding:** (1) *Document review indicated that the initial/annual parent notices require a parent signature of acknowledgment to be returned to the school. (2) In addition, a review of student files revealed that reports containing, but not limited to, progress in becoming proficient in using the English language are not consistently documented in student records.* |
| **Narrative Description of Corrective Action:** * 1. The initial/annual parent notification letter will be amended with the parent/guardian signature field removed.
* 2. Starting in SY15-16, English Language Progress Reports will be sent to ELL students at the same interval as the progress reports and report cards provided to students.
* 2. The ELL Student Record Checklist will be revised to ensure that all required documentation is clearly listed in an effort to underscore expectations.
 |
| **Title/Role of Person(s) Responsible for Implementation:** Assistant Principal, ELL Lead Teacher | **Expected Date of Completion for Each Corrective Action Activity:** 1. 3/30/2015, 2. Starting with SY15-16. |
| **Evidence of Completion of the Corrective Action:** * 1. Evidence will consist of the revised initial/annual notification letter without the signature field included.
* 2. Evidence will consist of eight language progress reports per school year being located in the

ELL Student Record for all enrolled ELL students starting in SY15-16. In addition, four progress reports and four report cards which outline student progress in all classes will be located in the ELL Student Record for all enrolled ELL students.* 2. The revised ELL Student Record Checklist will outline all required documentation to underscore expectations.
 |
| **Description of Internal Monitoring Procedures:** * A quarterly review of each ELL Student Record, with records being assessed using the district’s ELL Student Record Checklist, to ensure that all required documentation in the student folder is present/current. The ELL Lead Teacher or their designee will complete the quarterly reviews.
* Bi-annual reviews (October and March) of each ELL Student Record, to ensure compliance with the quarterly review. The Assistant Principal of the Humanities and the ELL Lead Teacher will collaboratively complete the bi-annual reviews.
* An annual review (Summer) of randomly selected ELL Student Records, with records being assessed using the district’s ELL Student Record Checklist to ensure that all required documentation is present/current in the student folders. The number of ELL Student Records to be reviewed will consist of at least 25% of the number of enrolled ELL students.
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| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 10 Parent Notification** | **Status of Corrective Action:** [x]  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):** Please note that the Department has developed a parent notification template, available at <http://www.doe.mass.edu/ell/resources.html> and translated into ten languages.Submit a copy of the revised parent notices and progress report template that the district will send to parents of ELE students. This progress report is due by **June 8, 2015.** Provide evidence of training to relevant staff members on the progress report, including frequency of reporting and completion of form, along with signed attendance sheets, agenda, and examples of training materials. This progress report is due by **June 8, 2015.** Conduct an internal record review of ELL student records, ensuring that the revised notices and English language proficiency progress reports are sent to the parents of ELE students, with copies maintained in the file. Submit a description of the results of the review, including the number of records reviewed and the number found to be in compliance. For any records found to be noncompliant, identify the root cause for the noncompliance and any steps that the district has taken to remedy the file(s). This progress report is due by **October 5, 2015.****\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s).** |
| **Progress Report Due Date(s): June 8, 2015; October 5, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic: ELE 18 Records of ELL Students** | **Rating: Partially Implemented** |
| **Department CPR Finding:** *Review of student records demonstrated that MCAS results are not consistently documented in the record.*  |
| **Narrative Description of Corrective Action:** * The Student Assessment History Summary for each ELL student has been printed from Edwin and placed in the appropriate ELL Student Record as of 3/19/2015
* Bi-annually (September and February), the Student Assessment History Summary for each ELL student will be reprinted with the most recent report replacing the outdated one in the ELL Student Record.
* The ELL Student Record Checklist will be revised to ensure that all required documentation is clearly listed in an effort to underscore expectations.
 |
| **Title/Role of Person(s) Responsible for Implementation:** Assistant Principal, ELL Lead Teacher | **Expected Date of Completion for Each Corrective Action Activity:** 3/19/2015 |
| **Evidence of Completion of the Corrective Action:** * Evidence will consist of the most resent (from the bi-annual report) Student Assessment History Summary being located in the ELL Student Record for all enrolled ELL students.
* Additional evidence will consist of the most recently completed ELL Student Record Checklist that indicates that all required documentation is present/current being located in the ELL Student Record for all enrolled ELL students.
 |
| **Description of Internal Monitoring Procedures:** * A quarterly review of each ELL Student Record, with records being assessed using the district’s ELL Student Record Checklist, to ensure that all required documentation in the student folder is present/current. The ELL Lead Teacher or their designee will complete the quarterly reviews.
* Bi-annual reviews (October and March) of each ELL Student Record, to ensure compliance with the quarterly review. The Assistant Principal of the Humanities and the ELL Lead Teacher will collaboratively complete the bi-annual reviews.
* An annual review (Summer) of randomly selected ELL Student Records, with records being assessed using the district’s ELL Student Record Checklist to ensure that all required documentation is present/current in the student folders. The number of ELL Student Records to be reviewed will consist of at least 25% of the number of enrolled ELL students.
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| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: ELE 18 Records of ELL Students** | **Status of Corrective Action:** [x]  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):** Conduct an internal record review of ELL student records, ensuring that MCAS results are documented in ELL student files. Submit a description of the results of the review, including the number of records reviewed and the number found to be in compliance. For any records found to be noncompliant, identify the root cause for the noncompliance and any steps that the district has taken to remedy the file(s). This progress report is due by **October 5, 2015.****\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s).** |
| **Progress Report Due Date(s): October 5, 2015** |

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

District: Greater Lawrence Technical School

Corrective Action Plan Forms

Program Area: Career/Vocational Technical Education

Prepared by: Dianne Norkiewicz, Director of Career & Technical Education

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 15, 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, document and student record review indicated that while the district regularly assesses all students for the acquisition of safety and health and technical knowledge and skills (Strands 1 and 2), there was no evidence indicating all students are assessed for the acquisition of employability, management and entrepreneurship, and technological knowledge and skills (Strands 4, 5, and 6). Citation: 603 CMR 4.03(4)(c)* |
| **Narrative Description of Corrective Action:** 1) The Skills Professional Development Program will be implemented into all career and technical curricula. Lessons plans within the Skills Professional Development Program will be structured so that all students acquire employability, management & entrepreneurship, and technological knowledge and skills (Strands 4, 5, & 6) and competencies will be tracked using the Edwin System. 2) Teachers will also continue to develop and align their curriculum to the MA VTEFs in the curriculum management system, ATLAS.  |
| **Title/Role of Person(s) Responsible for Implementation:** CTE Director, Dianne Norkiewicz      | **Expected Date of Completion for Each Corrective Action Activity:** September 2015 |
| **Evidence of Completion of the Corrective Action:** Lesson Plans and Competency Attainment Profile  |
| **Description of Internal Monitoring Procedures:**  |
| 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:**  |
| **Department Order of Corrective Action:** The district did not include a description of the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. Therefore, it has been added as one of the required elements for Progress Report #1. |
| **Required Elements of Progress Report(s):** 1. A status update on the districts’ plans to implement the Skills Professional Development Program into all career/vocational technical education programs (e.g., meeting minutes/agendas, teacher workshops, etc.).
2. Sample lesson plans created and implemented within the Skills Professional Development Program.
3. Supporting evidence indicating the ongoing alignment of career/vocational technical education programs to the Vocational Technical Education Frameworks (VTEF).
4. A description of the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance.
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| **Progress Report Due Date(s): November 2, 2015** |

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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:** *Document review demonstrated that the 2014-15 Program of Study includes a course description for an Engineering program; however, the district does not have a Chapter-74 Engineering Technology program nor do they report in the Department’s Student Information Management System (SIMS) a non-Chapter 74 Engineering program. The district does have a Chapter-74 Electronics program that should be the heading of the course description instead of Engineering, particularly for potential applicants seeking admission to a Chapter-74 Electronics program under the M.G.L. Chapter-74 provisions regarding nonresident tuition. Citation: CMR 4.03 (4)(b)* |
| **Narrative Description of Corrective Action:** The District willcorrect the heading for the Electronics Program in the Program of Study for the SY2015-2016. |
| **Title/Role of Person(s) Responsible for Implementation:** CTE Director, Dianne Norkiewicz | **Expected Date of Completion for Each Corrective Action Activity:** Immediate |
| **Evidence of Completion of the Corrective Action:** GLTS Program of Study SY2015-2016  |
| **Description of Internal Monitoring Procedures:** Annual review process for the Program of Study. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 4 | **Status of Corrective Action:** [x]  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 submit a copy of the published 2015-16 Program of Studies. |
| **Progress Report Due Date(s): November 2, 2015** |

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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:** *Interviews, document and student record review revealed that the district’s exploratory process requires all students to prepare a written journal entry for every vocational program explored as part of the final program placement procedures. The journal entries are then graded and used to determine which students are placed in their final program. Not only is this practice not in the district’s state-approved Admission Policy, the process has also inadvertently resulted in lower overall scores for some students with disabilities and limited English proficiency based on that status. Consequently, these two special populations may not have the same level of access to some Chapter-74 programs as their peers. Also see CVTE 6. Citation: Perkins Sections 122 & 134, 603 CMR 26.00, 603 CMR 4.03(6)* |
| **Narrative Description of Corrective Action:** The District will revise the Admission Policy and remove the written journal entry assessment as part of the process for program placement. |
| **Title/Role of Person(s) Responsible for Implementation:** CTE Director, Dianne Norkiewicz | **Expected Date of Completion for Each Corrective Action Activity:** Immediate |
| **Evidence of Completion of the Corrective Action:** Revised Admission Policy will be submitted to the MA DESE for review and approval.  |
| **Description of Internal Monitoring Procedures:** The admission policy will be reviewed by the Director of Admissions & Counseling and the CTE Director prior to submitting to the MA DESE. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 5 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not Applicable |
| **Department Order of Corrective Action:** The district recently submitted proposed revisions to the current admission policy. The district will continue to work with the CVTE liaison, Ramona Foster, to complete the approval process. Superintendent Lavoie will submit a written assurance statement, on school letterhead, indicating the district will implement only the Department-approved admission policy unless and until the recently submitted proposed revisions are formally approved, particularly in case the review and approval process is not completed prior to the start of the 2015-16 school year. |
| **Required Elements of Progress Report(s):** A written assurance statement, on school letterhead, indicating the district will implement only the Department-approved admission policy unless and until the recently submitted proposed revisions are formally approved. |
| **Progress Report Due Date(s): November 2, 2015** |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 6 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Interviews, document and student record review revealed the following issues relative to the district’s admission procedures:** *As indicated in CVTE 5, the district’s exploratory process requires all students to prepare a written journal entry for every vocational program explored as part of the final program placement procedures. The journal entries are then graded and used to determine which students are placed in their final program. This practice is not in the district’s current Department-approved admission policy.*
* *The district has implemented a cut-off/minimum score of 48 points for applicants to be considered for admission. This practice is not in the Department-approved Admission Policy.*
* *The 2014-15 admission application contains a deadline date that conflicts with the date included in the district’s current Department-approved Admission Policy.*
* *The admission application also requires applicants to list and students are assessed on all absences and tardies from school, as opposed to only unexcused absences and unexcused tardies, as required.*
* *A non-Department approved version of the Admission Policy is currently published in the 2014-15 Program of Study and is being implemented prior to Department review and approval.*

*Citation: 603 CMR 4.03(6)* |
| **Narrative Description of Corrective Action:** The District will revise the Admission Policy to include a cut-off minimum score, a corrected deadline date and a distinction will be included on the admission application between excused and unexcused absences and tardies. The written journal entry assessment will be removed from the district’s exploratory process and remain omitted from the Admissions Policy. The revised Admission Policy will be submitted to the MA Department of Elementary and Secondary Education (DESE) for approval.  |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Admissions & Counseling, Petra Farias; CTE Director, Dianne Norkiewicz | **Expected Date of Completion for Each Corrective Action Activity:** Immediate |
| **Evidence of Completion of the Corrective Action:** Revised Admission Policy will be submitted to the MA DESE for review and approval.  |
| **Description of Internal Monitoring Procedures:** The Director of Admissions & Counseling and the CTE Director review and approve the proposed revisions to the Admission Policy prior to submitting to the MA DESE. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 6 | **Status of Corrective Action:** [x]  Approved [ ]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** Not Applicable |
| **Department Order of Corrective Action:** As stated in CVTE 5, the district recently submitted proposed revisions to the current admission policy. The district will continue to work with the CVTE liaison, Ramona Foster, to complete the approval process. Superintendent Lavoie will submit a written assurance statement, on school letterhead, indicating the district will implement only the Department-approved admission policy unless and until the recently submitted proposed revisions are formally approved, particularly in case the review and approval process is not completed prior to the start of the 2015-16 school year. |
| **Required Elements of Progress Report(s):** As stated in CVTE 5,the progress report will include a written assurance statement, on school letterhead, indicating the district will implement only the Department-approved admission policy unless and until the recently submitted proposed revisions are formally approved. |
| **Progress Report Due Date(s): November 2, 2015** |

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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, document and student record review revealed that while some individual teachers structure their individual programs in accordance with the requirements, there was no evidence indicating all programs are structured so that all students acquire employability, management & entrepreneurship, and technological knowledge and skills (Strands 4, 5, & 6).Citation: 603 CMR 4.03(4)(1), 603 CMR 4.06*  |
| **Narrative Description of Corrective Action:** 1)The Skills Professional Development Program will be implemented into all career and technical curricula. Lessons plans within the Skills Professional Development Program will be structured so that all students acquire employability, management & entrepreneurship, and technological knowledge and skills (Strands 4, 5, & 6) and competencies will be tracked using the Edwin System. 2) Teachers will also continue to develop and align their curriculum to the MA VTEFs in the curriculum management system, ATLAS.  |
| **Title/Role of Person(s) Responsible for Implementation:** CTE Director, Dianne Norkiewicz and Academy Supervisors | **Expected Date of Completion for Each Corrective Action Activity:** September 2015 |
| **Evidence of Completion of the Corrective Action:** Lesson Plans and Competency Attainment Profiles**.**  |
| **Description of Internal Monitoring Procedures:** The Academy Supervisors will periodically review the competency tracking for all CVTE teachers within their respective academy.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 11 | **Status of Corrective Action:** [x]  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 requirements for this criterion will be satisfied upon completion of the requirements listed in CVTE3. Therefore, no progress reports will be required. |
| **Progress Report Due Date(s):** Not Applicable |

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| COORDINATED PROGRAM REVIEWCORRECTIVE ACTION PLAN **(To be completed by school district/charter school)** |
| **Criterion & Topic:** CVTE 18 | **Rating:** Partially Implemented |
| **Department CPR Finding:** *Review of documents and staff licenses indicated that one staff member is teaching in a Chapter-74 program without a license or a current Department-issued waiver. Citation: CMR 4.03 (5)(a)(b)* |
| **Narrative Description of Corrective Action:** The District will continue to advertise for a licensed teacher through School Spring, Lesley University Career Connection, Massachusetts Association of Vocational Administrator’s (MAVA) website and Amazing Educators. |
| **Title/Role of Person(s) Responsible for Implementation:** Director of Human Resources, CTE Director | **Expected Date of Completion for Each Corrective Action Activity:** Immediate, 11/14/2014 |
| **Evidence of Completion of the Corrective Action:** Job Posting  |
| **Description of Internal Monitoring Procedures:** All licensed applicants will be interviewed and considered. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 18 | **Status of Corrective Action:** [ ]  Approved [x]  Partially Approved [ ]  Disapproved  |
| **Basis for Partial Approval or Disapproval:** All Chapter 74 programs must be taught by a teacher with a Chapter 74 teaching license in the appropriate subject area, or teaching under a Department-approved waiver.  |
| **Department Order of Corrective Action:** The district will immediately start recruiting qualified individuals for this position and will provide a plan to replace the current teacher with a licensed teacher or teacher who possesses a Department-issued waiver allowing the individual to teach the program. |
| **Required Elements of Progress Report(s):** Provide a plan with timelines to recruit and hire a licensed individual to teach the program. |
| **Progress Report Due Date(s): November 2, 2015** |

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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:** *Document and instructional facilities review by the DESE CVTE safety specialist indicated that not all career/vocational technical education instructional facilities meet current occupational standards. The Office for Career/Vocational Technical Education will send the official Safety Survey Report, which includes details specific to each program, to Superintendent Lavoie under separate cover. Citation: 603 CMR 4.03 (3) (4) (7)(8)* |
| **Narrative Description of Corrective Action:** The district will continue to submit a Progress Report every thirty days, to David Edmonds in the Office of Career/Vocational Technical Education, until all safety issues have been mitigated. |
| **Title/Role of Person(s) Responsible for Implementation:** CTE Director, Dianne Norkiewicz | **Expected Date of Completion for Each Corrective Action Activity:** March 2015 |
| **Evidence of Completion of the Corrective Action:** Progress report/Inspection to be scheduled in June 2015.  |
| **Description of Internal Monitoring Procedures:** Action plan created and monitored until all safety issues have been mitigated.CTE Director and Safety Team will perform regular safety audits of all career areas.  |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion: CVTE 20** | **Status of Corrective Action:** [x]  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):** Provide a status report on the district’s efforts to complete the requirements set forth in the official Safety Survey Report until all safety hazards have been mitigated. |
| **Progress Report Due Date(s): November 2, 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:** *Document and instructional facilities review by the DESE CVTE safety specialist indicated that not all career/vocational technical education instructional equipment meets current occupational standards. The Office for Career/Vocational Technical Education will send the official Safety Survey Report, which includes details specific to each program, to Superintendent Lavoie under separate cover. Citation: 603 CMR 4.03 (3) (4) (7)(8)* |
| **Narrative Description of Corrective Action:** The district will continue to submit a Progress Report every thirty days, to David Edmonds in the Office of Career/Vocational Technical Education, until all safety issues have been mitigated. |
| **Title/Role of Person(s) Responsible for Implementation:** CTE Director, Dianne Norkiewicz | **Expected Date of Completion for Each Corrective Action Activity:** March 2015      |
| **Evidence of Completion of the Corrective Action:** Progress report  |
| **Description of Internal Monitoring Procedures:** Progress report will be submitted every 30 days to David Edmonds in the Office of Career/Vocational Technical Education, until all safety issues have been mitigated. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION**(To be completed by the Department of Elementary and Secondary Education)** |
| **Criterion:** CVTE 21 | **Status of Corrective Action:** [x]  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):** Provide a status report on the district’s efforts to complete the requirements set forth in the official Safety Survey Report until all safety hazards have been mitigated. |
| **Progress Report Due Date(s): November 2, 2015** |