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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: Milton

CPR Onsite Year: 2016-2017

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 04/15/2017.

**Mandatory One-Year Compliance Date:** **04/15/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 7 | Information to be translated into languages other than English | Partially Implemented |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 18A | School district employment practices | Partially Implemented |
| ELE 1 | Annual English Language Proficiency Assessment | Partially Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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| **Criterion & Topic:**  CR 3 Access to a full range of education programs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district's policy regarding access to a full range of education programs does not include homelessness as a protected category. | | |
| **Description of Corrective Action:**  District documents will indicate that the district's policy regarding access to a full range of education programs include homelessness as a protected category. | | |
| **Title/Role(s) of Responsible Persons:**  Janet Sheehan, Assistant Superintendent | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will review with legal counsel the current policies regarding access to a full range of educational programs. The district will include homelessness as a protected category in the following policies: JLG-Homeless Students, JG-Admission to the Course of Study, JLD-Guidance Program, and JMA-Student Awards/Scholarships. Additionally, the district will review elementary, middle school, and high school handbooks and revise the sections on Bullying Prevention and Intervention accordingly. Our Kindergarten Registration Parent Information Packet will also be revised to include the district anti-discrimination statement that will note homelessness as a protected category. Registration staff along with the Leadership Team (administrators) will be trained on the policy changes and the attendance sheets will be uploaded as evidence. The documents noted (policies, school handbooks, and registration packet) as well as minutes from the Policy Subcommittee and School Committee Meetings will be uploaded as evidence. | | |
| **Description of Internal Monitoring Procedures:**  The Superintendent and Assistant Superintendent will work with members of the Milton School Committee Policy Subcommittee and will continue to meet monthly to review and revise policies as needed upon notification from regulatory agencies of the various levels of government. Additionally, the Committee reviews and revises policies upon notification from legal counsel, the Massachusetts Association of School Committees, and other sources in order for the district to maintain compliance with state law, regulations of the Massachusetts Board of Education, and other regulatory agencies of the various levels of government. s. Existing School Committee policies BG-Policy Development, BGB Policy Adoption, and BGC-Policy Review and Revision also ensure that the policies related to homeless students will be up to date and revised on continuous, ongoing basis. Copies of these policies will be submitted. District administrators will review and revise Student Handbooks annually in July of each year and these policies will be reviewed each July by School Counsel and approved by the School Committee. Members of the Bullying Prevention Advisory Council will continue to review and revise the Bullying Prevention and Intervention Plan in collaboration with School Counsel. Other district documents and communications are reviewed and revised annually. They are edited by the Superintendent or Assistant Superintendents before publishing or distribution. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 05/23/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district has submitted evidence of the protected class "homelessness" as being included in the policies of JLG-Homeless Students, JG-Admission to the Course of Study, JLD-Guidance Program, and JMA-Student Awards/Scholarships, as well as in the student handbooks, kindergarten parent packet and the school anti-discrimination statement. The district also has presented a monitoring plan to review and revise school policies. However, the School Committee Policy for Non-Discrimination (AC) does not reflected the change of having "homelessness" as a protected category. | | |
| **Department Order of Corrective Action:**  The district will update and approve the addition of the protective class "homelessness" in the School Committee Non-Discrimination Policy language (AC). | | |
| **Required Elements of Progress Report(s):**  Please provide evidence, by September 29, 2017, that the protective class "homelessness" has been included in the School Committee Non-Discrimination Policy language (AC). | | |
| **Progress Report Due Date(s):**  09/29/2017 | | |

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| **Criterion & Topic:**  CR 7 Information to be translated into languages other than English | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that announcements of events and opportunities for parent or student involvement that are disseminated to residents in the area served by the district are not translated into the major languages spoken by residents with limited English skills. | | |
| **Description of Corrective Action:**  Announcements of events and opportunities for parent or student involvement that are disseminated to residents in the area served by the district are translated into the major languages spoken by residents with limited English skills. | | |
| **Title/Role(s) of Responsible Persons:**  Janet Sheehan, Assistant Superintendent | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will create a letter to parents/guardians noting that we translate announcements/opportunities for parent or student involvement and other documents. This letter will be given to parents at registration and will be posted on the district website. The district will also create internal electronic tracking documents to ensure that announcements of events and opportunities as well as other documents are translated on an ongoing basis. A copy of the letter to parents/guardians, the electronic tracking Google Doc, and translated announcements and events will be uploaded as evidence. Additionally, the following examples of evidence will be uploaded: 1) Copy of the homepage of the district's website indicating that Google Translate is provided for our readers with limited English skills 2) Copy of the homepage of the district's website translated into Spanish 3) A screen shot of the Superintendent's weekly Eblast communication indicating that Google Translate has been added to provide accessibility to those with limited English skills. (The Superintendent's Eblast highlights recent School Committee meetings, upcoming events in the district and within the Milton community, student and staff accomplishments, and all important information we want shared with our school community. The Eblast is sent weekly to all families and staff members) 4) A sample page from the Superintendent's Eblast translated into Spanish 5) A copy of Indicator IIIB from the Superintendent's Evaluation that details how the Milton Public Schools collaborate with our ELE Department and our Family Engagement Liaison to provide support to our students and families with limited English skills. | | |
| **Description of Internal Monitoring Procedures:**  The ELE Coordinator and Leadership Team/Administrators will review the electronic tracking document (Google Doc) and translated documents on a quarterly basis. Central Office Administration will also meet with the ELL Coordinator on a quarterly basis to review the availability of translated documents. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 7 Information to be translated into languages other than English | **Corrective Action Plan Status:** Approved  **Status Date:** 05/23/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has provided evidence that announcements of events and opportunities for parent or student involvement are disseminated to residents in the area served by the district and are translated into the major languages spoken by residents with limited English skills. The district is using "google translate" and has created a system to track necessary documents to translate on a quarterly basis. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the non-discrimination policy statement published in written materials and other media used to publicize the school does not consistently include all protected categories; specifically, gender identity was missing from job posting materials. | | | |
| **Description of Corrective Action:**  The non-discrimination policy statement published in written materials and other media used to publicize the school will consistently include all protected categories; specifically, gender identity will be included in job posting materials. | | | |
| **Title/Role(s) of Responsible Persons:**  Janet Sheehan, Assistant Superintendent | | **Expected Date of Completion:**  04/15/2018 | |
| **Evidence of Completion of the Corrective Action:**  The Milton Public School District has added our non-discrimination statement to the homepage of the district's website, all internal job postings, and the School Spring job posting website to ensure that protected categories, specifically gender identity, are consistently included in written materials, other media used to publicize the school and in job posting materials. The district will upload a copy of the homepage of the Milton Public School website, samples of internal job postings and a sample page from the School Spring job posting site as evidence. Additionally, the district will provide School Committee Meeting Minutes and agenda to provide evidence of policy revisions to include gender identity in the district's non-discrimination statement. | | | |
| **Description of Internal Monitoring Procedures:**  Central Administration staff will meet quarterly to review the new documents pertaining to job postings. The Human Resource Specialist will continue to include the district's non-discrimination statement, which includes all protected categories, specifically, gender identity on all internal and external job postings, hiring letters, advertising materials, and related communications. | | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 05/23/2017  **Correction Status:** Corrected | | |
| **Basis for Decision:**  The district has submitted updated documents that show the non-discrimination policy statement published in written materials and other media used to publicize the school does include all required protected categories; specifically, gender identity. The district has also presented a monitoring plan to review and revise any new documents pertaining to all internal and external job postings, hiring letters, advertising materials, and related communications, making sure all protected class categories are included in the district's non-discrimination statement. | | | |
| **Department Order of Corrective Action:** | | | |
| **Required Elements of Progress Report(s):** | | | |
| **Progress Report Due Date(s):** | | | |

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the notice for students 16 and over leaving school without a diploma does not include information about the opportunity to extend the date of the exit interview at the request of the parent/guardian, but for no longer than 14 days. | | |
| **Description of Corrective Action:**  The notice for students 16 and over leaving school without a diploma will include information about the opportunity to extend the date of the exit interview at the request of the parent/guardian, but for no longer than 14 days. | | |
| **Title/Role(s) of Responsible Persons:**  Janet Sheehan, Assistant Superintendent | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The district will revise and update the letter sent to students 16 and over leaving school without a diploma to include the option of extending the date of the exit interview at the request of the parent/guardian for no more than 14 days. A copy of the letter will be submitted as evidence. | | |
| **Description of Internal Monitoring Procedures:**  Central Office Administration will meet with the high school principal and high school administration to review the legal standard for this criteria to ensure that any students 16 and over leaving school without a diploma receive the revised letter. The high school principal will inform the Superintendent of any student with this status. The high school principal will then notify the student and parents/guardians of the opportunity to extend the date of the exit interview. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | **Corrective Action Plan Status:** Approved  **Status Date:** 05/23/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has submitted a revised and updated letter to send to students 16 and over leaving school without a diploma, which now include the option of extending the date of the exit interview at the request of the parent/guardian for no more than 14 days. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 18A School district employment practices | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  See CR 12A. | | |
| **Description of Corrective Action:**  The non-discrimination policy statement published in written materials and other media used to publicize the school will consistently include all protected categories; specifically, gender identity will be included in job posting materials. | | |
| **Title/Role(s) of Responsible Persons:**  Janet Sheehan, Assistant Superintendent | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  The Milton Public School District has added our non-discrimination statement to the homepage of the district's website, all internal job postings, and the School Spring job posting website to ensure that protected categories, specifically gender identity, are consistently included in written materials, other media used to publicize the school and in job posting materials. The district will upload a copy of the homepage of the Milton Public School website, samples of internal job postings and a sample page from the School Spring job posting site as evidence. Additionally, the district will provide School Committee Meeting Minutes and agenda to provide evidence of policy revisions to include gender identity in the district's non-discrimination statement. | | |
| **Description of Internal Monitoring Procedures:**  Central Administration staff will meet quarterly to review the new documents pertaining to job postings. The Human Resource Specialist will continue to include the district's non-discrimination statement, which includes all protected categories, specifically, gender identity on all internal and external job postings, hiring letters, advertising materials, and related communications. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18A School district employment practices | **Corrective Action Plan Status:** Approved  **Status Date:** 05/23/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The district has submitted updated documents that show the non-discrimination policy statement published in written materials and other media used to publicize the school does include all required protected categories; specifically, gender identity. The district has also presented a monitoring plan to review and revise any new documents pertaining to all internal and external job postings, hiring letters, advertising materials, and related communications, making sure all protected class categories are included in the district's non-discrimination statement. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  ELE 1 Annual English Language Proficiency Assessment | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of ACCESS participation rates as shown in the state database indicated that the district only assessed the English proficiency of 92% of the English learners (ELs) in the district. | | |
| **Description of Corrective Action:**  The Milton Public Schools will increase ACCESS participation rates to ensure that the English proficiency of 100% of MPS English learners (ELs) are annually assessed. | | |
| **Title/Role(s) of Responsible Persons:**  Alysa D. Buchanan  English Language Education Program Coordinator | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  In order to demonstrate completion of the corrective action plan the following documents will be submitted for review: MPS will submit data from Edwin Analytics detailing the participation rates of English learners in annual ACCESS for ELL's testing. Additionally, we will submit our shared google document which details the SIMS data that is monitored for accuracy on a triannual basis. | | |
| **Description of Internal Monitoring Procedures:**  The Milton Public Schools has established a new system of collecting and checking ELL data for SIMS. The MPS data specialist will prepare a shared electronic document (Google doc) with initial coding information. The data will be shared with the SIMS data/registration point person, ELE Coordinator and Principals/Leadership Staff and designated staff will review the master spreadsheets for correct data before the submission deadline. ELE Teachers will additionally review the data and report any errors to ELE Coordinator and building Principal. Ongoing maintenance of ELE SIMS data spreadsheet will be the responsibility of the ELE Coordinator in consultation with the SIMS data specialist and SIMS data entry/registration point person. The data will be reviewed and updated three times per year to maintain accuracy. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 1 Annual English Language Proficiency Assessment | **Corrective Action Plan Status:** Approved  **Status Date:** 05/19/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the documents listed by the district as evidence of completion of the corrective action by 03/01/2018. | | |
| **Progress Report Due Date(s):**  03/01/2018 | | |

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the Castañeda's Three-Pronged Test completed by the district and student data showing the amount of ESL instruction ELs receive indicated that ELs do not receive as much ESL instruction as the district determined necessary to make adequate progress. There are also inconsistencies in the levels of ESL instruction provided to ELs who are at the same proficiency.  A review of documents and staff interviews indicated that the district uses National Geographic Reach and Edge materials for ESL instruction. While purchased materials can be used as resources, they cannot replace an ESL curriculum that is integral to an effective ELE program in which ELs become English proficient at a rapid pace.  After an evaluation of the information submitted and a review of the district's 2016 EL Student Target Numbers, the Department concludes that the district is not implementing its chosen ELE program with fidelity, and its ELE program requires appropriate adjustments to improve the outcomes of the service delivery. | | |
| **Description of Corrective Action:**  The Milton Public Schools will submit evidence demonstrating the amount of ESL instruction that ELs receive will support students in making adequate progress of acquiring English. We will additionally provide internal documents indicating that the levels of instruction provided to ELs at the same proficiency are consistent across the district.  The MPS ELE Department will dedicate professional development time over the next school year to ensure the ESL curriculum provides a documented effective ELE program which encourages ELs to become English proficient at a rapid pace. The department will document the implementation of the chosen curriculum and it's linkage to the overall MPS curriculum to ensure consistent positive learning outcomes for ELs across the district. | | |
| **Title/Role(s) of Responsible Persons:**  Alysa D. Buchanan  English Language Education Program Coordinator | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  In order to demonstrate completion of the corrective action plan the following documents will be submitted for review: A memo from ELE Coordinator to the School Committee in regard to additional staffing needs in order to comply with the current service time guidelines of the current population of English learners in the district. The ELE Program roster will be submitted as additional evidence of adherence to guidelines. The roster detailing student proficiency levels, support service time in minutes as well as school location. The ELE department will purchase additional curriculum materials to ensure that all ELs across the district have access to equal materials. ELE Curriculum Maps and supporting documentation will be submitted as well as an ELE professional development plan to demonstrate a commitment to improving the MPS ELE curriculum in supporting students to rapidly acquire the English language. | | |
| **Description of Internal Monitoring Procedures:**  The ELE Department will participate in a District ELE Program Evaluation on a biennial basis in order to effectively evaluate the progress and goals of English learners. As part of the District Program Evaluation, the Program Evaluation Team will use the data collected to determine if the curricula needs improvement and if it ensures effective English language acquisition. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved  **Status Date:** 05/19/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- By September 29, 2017 complete EL Student Roster document available in the Document Library by school for each EL in the district. 2- By September 29, 2017, submit information showing the school's progress towards developing an ESL curriculum. 3-By September 29, 2017 explain how the district identified the appropriate number and categories of the instructional staff who will conduct the district's ELE program. Please include the appropriate student-teacher and student-support staff ratio to provide services consistent with program objectives. | | |
| **Progress Report Due Date(s):**  09/29/2017 | | |

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district does not conduct periodic evaluations of the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the educational program. | | |
| **Description of Corrective Action:**  The Milton Public Schools will conduct periodic evaluations of the effectiveness of its ELE program in developing students' English language skill and increasing their ability to participate meaningfully in the educational program. | | |
| **Title/Role(s) of Responsible Persons:**  Alysa D. Buchanan  English Language Education Program Coordinator | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  In order to demonstrate completion of the corrective action plan the following documents will be submitted for review:  The District ELE Program Evaluation will complete the evaluation template as designed by the MA Department of Education.  We will additionally provide documentation of MPS District goals and targets for English learners as determined by the ELE Program Evaluation Team. | | |
| **Description of Internal Monitoring Procedures:**  A District Program Evaluation team will gather periodically to review data and set new targets as new data is gathered. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 05/19/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By 09/29/2017:  1-Please complete the program evaluation tool that is available at http://www.doe.mass.edu/ell/ProgramEvaluation.pdf The district must complete all of the components of the attached form in order to evaluate the effectiveness of its ELE program in developing students? English language skills and increasing their ability to participate meaningfully in the district’s educational program.  2-Please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation.  3-Please provide a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to improve the effectiveness of the program at promoting and supporting the rapid acquisition of English language proficiency by ELs as is required in G.L. c. 71A. | | |
| **Progress Report Due Date(s):**  09/29/2017 | | |