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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: Somerset

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 05/26/2017.

**Mandatory One-Year Compliance Date:** **05/26/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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

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| **Criterion & Topic:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that training regarding the district's physical restraint policy is not provided within one month for employees hired after the school year begins. | | |
| **Description of Corrective Action:**  Employees hired after the start of the school year will be required to view and participate (within one month of his/her hiring) in an on-line Civil Rights training, which includes, the District's Physical Restraint Policy and procedures as well as other civil rights policies and procedures. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education & Building Principals | | **Expected Date of Completion:**  05/26/2018 |
| **Evidence of Completion of the Corrective Action:**  Each employee will sign indicating he/she has completed and understands all aspects of the Civil Rights training. | | |
| **Description of Internal Monitoring Procedures:**  The District will maintain an on-line record that tracks each new employees completion of such training. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program | **Corrective Action Plan Status:** Approved  **Status Date:** 06/29/2017  **Correction Status:** Corrected | |
| **Basis for Decision:**  The District submitted a plan to ensure that all employees including new hires will receive training in the physical restraint policy as part of the on line civil rights training. This on line training is already in place. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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| **Criterion & Topic:**  CR 18 Responsibilities of the school principal | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not currently have a curriculum accommodation plan in place. | | |
| **Description of Corrective Action:**  The Director of Special Education, the Director of Curriculum & Assessment and building Principals will develop a training using the Response to Intervention (RtI): A Practical Guide & Curriculum Accommodation Plan that was developed in August 2016 and initially implemented in September 2016. This training will be provided to all staff during the first week of school in September 2017. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education, Director of Curriculum & Assessment & Building Principals | | **Expected Date of Completion:**  10/31/2017 |
| **Evidence of Completion of the Corrective Action:**  Agenda; Training documents; Sign-in sheet | | |
| **Description of Internal Monitoring Procedures:**  The Director of Special Education and Director of Curriculum & Assessment will maintain the records of the completed trainings. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 06/29/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The District's proposed CAP is partially approved because the District has not sent in a Final copy of the DCAP. | | |
| **Department Order of Corrective Action:**  Please send in your Final copy of the District DCAP. | | |
| **Required Elements of Progress Report(s):**  Please submit an agenda, training documents and signed attendance sheets for the all staff training for the DCAP by October 6, 2017. In addition, please submit the District Final copy of the DCAP by October 6, 2017. | | |
| **Progress Report Due Date(s):**  10/06/2017 | | |

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

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| **Criterion & Topic:**  ELE 5 Program Placement and Structure | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district is planning to adopt new elementary ELA and math curricula that also include resources to support English learners (EL). While these 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. Please see HYPERLINK "http://www.doe.mass.edu/ell/guidance/default.html" http://www.doe.mass.edu/ell/guidance/default.html . | | |
| **Description of Corrective Action:**  The District will acquire with FY18 funds ESL curriculum materials. Cornerstone is a six-level proficiency-based program for English Language Learners Kindergarten through grade 8.  The program sequence goes from level A, for early beginners, to level C, for advanced and transitional students.  Longman Cornerstone assessments are aligned with RETELL and ACCESS assessments that all ELLs will take. We plan to provide professional learning opportunities for the ESL teacher(s) related to the curriculum materials. The Director of Curriculum and Assessment who serves as the English Language Education coordinator, will work with ELL teachers and Principals to ensure that all changes to the ELL guidelines are shared with faculty and staff in a timely manner, that all ELL students will receive the recommended service delivery times as outlined in accordance with the regulations set forth by DESE, and that WIDA standards are integrated into ESL and content area curricula for classes where ELLs participate. Teachers of our current ELL students are currently or are in the process of becoming SEI endorsed, and are working to integrate the WIDA standards into the content area for curricula of classes where ELLs participate. Somerset Public Schools' Curriculum alignment of ELA, Math, Science and Social Studies curriculum standards grades K-5 including the integration of WIDA standards into the Understanding by Design Curriculum Unit framework will take place July 1-August 31, 2017 funded by Title IIA and the foundation budget. We will continue this work during Common Planning/Professional Learning Community Time and early release days during the 2017-2018 school year.  Documentation submitted:  Longman Cornerstone Curriculum Materials website:  http://www.pearsonschool.com/index.cfm?locator=PS22Dq&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=1662&PMDbSubCategoryId=38502&PMDbSubjectAreaId=&PMDbProgramId=108141  Pearson Contact: Marcie Doll | | |
| **Title/Role(s) of Responsible Persons:**  Director of Curriculum & Assessment and building Principals | | **Expected Date of Completion:**  05/26/2018 |
| **Evidence of Completion of the Corrective Action:**  Understanding by Design ESL Curriculum Unit Documents for grades K-8 | | |
| **Description of Internal Monitoring Procedures:**  Principal observations and evaluations of ELL Teachers  District and Building Leadership Team Learning Walk Throughs  Monthly check-ins by the ELL Coordinator with the ELL Teachers | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 06/30/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The Department appreciates the district's commitment to fund ESL curriculum materials and to integrate WIDA standards into the content curricula. However, it is not clear how Cornerstone materials will be utilized as resources to develop Understanding by Design ESL Curriculum documents and what the district's plan is to develop an ESL curriculum. | | |
| **Department Order of Corrective Action:**  Please see the required elements for the next progress report. | | |
| **Required Elements of Progress Report(s):**  1- Please provide the Department with information about the process of developing ESL curriculum as well as the timeline that shows executive milestones of the project and estimated completion and implementation timeframe. Please note that the plan should reflect the content to be taught and address the instructional needs of the EL population at all levels.  2- Please provide information regarding the roles and responsibilities of the staff who are assigned to the ESL curriculum project and their qualifications. | | |
| **Progress Report Due Date(s):**  10/06/2017 | | |

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| **Criterion & Topic:**  ELE 6 Program Exit and Readiness | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  The "Process for Transferring a Student from the ELE program" document submitted by the district indicated that student classroom performance can be the criterion considered for reclassification when identified learning disabilities have an impact on student performance. Although the district does not currently have a Former English Learner (FEL), the district's reclassification procedures are not in compliance with 603 CMR 14.02 that requires districts to establish exit criteria in accordance with the Department's guidelines. Please see the "Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners" as found at HYPERLINK "http://www.doe.mass.edu/ell/Guidance.pdf" http://www.doe.mass.edu/ell/Guidance.pdf . | | |
| **Description of Corrective Action:**  The District has updated its processes for reclassifying a student from an EL to a FEL. This can be found in the District's ELL Handbook. These new procedures will be reviewed with the building Principals and the ELL teachers before the start of the 2017.2018 school year. | | |
| **Title/Role(s) of Responsible Persons:**  Director Curriculum and Assessment and building Principals | | **Expected Date of Completion:**  05/26/2018 |
| **Evidence of Completion of the Corrective Action:**  Agenda; Training materials; Parent Communication; Monitoring forms for FEL student and "opt-out" students | | |
| **Description of Internal Monitoring Procedures:**  Maintaining records of all FEL students who have been reclassified or "opt-out" students. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved  **Status Date:** 06/30/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1-Submit the district's revised reclassification policies and procedures.  2- Provide training to all staff members involved in the reclassification process to ensure that they are all knowledgeable about the changes and submit the training materials, sign-in sheets and agendas.  3-Please use FEL Roster available in the Document Library to provide information for all the ELs in your district who have been reclassified in the last school year. | | |
| **Progress Report Due Date(s):**  10/06/2017 | | |

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district does not have a comprehensive process to evaluate the effectiveness of its ELE programming in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program. Please see HYPERLINK "http://www.doe.mass.edu/ell/ProgramEvaluation.pdf" http://www.doe.mass.edu/ell/ProgramEvaluation.pdf . | | |
| **Description of Corrective Action:**  The District is going to secure the services of an independent program reviewer during the 2017.2018 school year. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent of Schools; Director of Curriculum & Assessment | | **Expected Date of Completion:**  05/26/2018 |
| **Evidence of Completion of the Corrective Action:**  A schedule of site visits; a completed report with findings and recommendations. | | |
| **Description of Internal Monitoring Procedures:**  Schedules and report. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 06/30/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  If the district decides to secure the services of an independent program reviewer submit the evidence of these services and a timeline showing when the task will be completed and the district will take affirmative steps to have an action plan based on the outcomes of the ELE program evaluation.  If the district prefers to assign the task to district staff, then please submit the following:  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):**  10/06/2017 | | |