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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: Abington

CPR Onsite Year: 2017-2018

Program Area: Special Education

All corrective action must be fully implemented and all noncompliance corrected as soon as possible and no later than one year from the issuance of the Coordinated Program Review Final Report dated 08/21/2018.

**Mandatory One-Year Compliance Date:** **08/21/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 39 | Procedures used to provide services to eligible students enrolled in private schools at private expense | Partially Implemented |
| SE 56 | Special education programs and services are evaluated | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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| **Criterion & Topic:**  SE 39 Procedures used to provide services to eligible students enrolled in private schools at private expense | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that the district does not provide for ongoing timely and meaningful consultation with private school representatives and representatives of parents of parentally-placed private school children with disabilities. | | |
| **Description of Corrective Action:**  Abington Public Schools will ensure ongoing and meaningful consultation with private school representatives. Abington Public Schools will arrange a meeting in the Fall (specifically, October) and a meeting in the Spring (specifically, March) with a representative of the St. Bridget's Parochial School, which is the sole private school located in Abington. In subsequent school years, Abington Public Schools will continue to arrange Fall and Spring meetings with a representative from St. Bridget's School. To facilitate the arrangement of meetings, we will produce formal invitations, which will be delivered to the Principal of the St. Bridget's School. To document the occurrence of the meetings and ensure that necessary topics were discussed (specifically, the child find process, proportionate share, special education service delivery, apportioning of funds, and procedural safeguards in the event of a disagreement), the Abington Public Schools will develop a "Written Affirmation of Consultation with Private School Representatives concerning Special Education Services" form and obtain signatures on this form at each meeting. To facilitate our ability to monitor and serve identified students in public schools, we will develop a "Service Plan" form that will detail the services that each eligible private school student receives. We will complete the "Service Plan" form for each eligible private school student and keep records of these Service Plans in our Student Services office. | | |
| **Title/Role(s) of Responsible Persons:**  James Robbins, Director of Student Services | | **Expected Date of Completion:**  04/01/2019 |
| **Evidence of Completion of the Corrective Action:**  To document that we have completed the Corrective Action, we will provide copies of the Fall and Spring Invitations that will be sent to the St. Bridget's Principal; we will provide our "Written Affirmation of Consultation with Private School Representatives concerning Special Education Services" form and copies of the signed "Written Affirmation" form from our Fall and Spring meetings; and we will provide our "Service Plan" form. | | |
| **Description of Internal Monitoring Procedures:**  The district will adopt an annual practice of meeting with the St. Bridget's School Representative twice per year, in the Fall and in the Spring. After mutually convenient dates have been agreed upon, Abington Public Schools will send formal invitations to confirm the meeting date. Abington Public Schools will develop ?Written Affirmation of Consultation with Private School Representatives concerning Special Education Services? and 'Service Plan' forms, and keep completed forms on file. Additionally, Abington Public Schools will maintain a Summary Log of our Special Education students who are placed in Private Schools. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 39 Procedures used to provide services to eligible students enrolled in private schools at private expense | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit evidence of consultations with local area private school representatives and representatives of parents of students attending such schools. Submit invitations and signed Affirmation of Consultation forms by December 6, 2018.  Submit report of internal review of Individual Services Plans (ISPs) for each student attending private schools within the geographic area of the district who receive special education services funded by proportionate share funds. Submit report by March 28, 2019. | | |
| **Progress Report Due Date(s):**    12/06/2018  03/28/2019 | | |

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| **Criterion & Topic:**  SE 56 Special education programs and services are evaluated | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and interviews indicated that the district conducts informal reviews of programs and services; however, those reviews are not documented in reports that provide a description of the program elements that were reviewed, a summary of the observations or evaluations, or proposed next steps to address areas of concern. | | |
| **Description of Corrective Action:**  Abington Public Schools will conduct reviews of its Special Education programs and services, and these reviews will be documented in reports that provide a description of the program elements that were reviewed, a summary of the observations or evaluations, and proposed next steps to address areas of concern. For our Corrective Action Plan, Abington Public Schools will conduct a program review of its pre-Kindergarten through grade 2 Special Education programs. This portion of our programming was selected for evaluation because the number of students who have been identified as Students with Disabilities has increased significantly over the past few years and we would like to ensure that our current continuum of services is best-suited for meeting the students' needs. In order to complete the evaluation, our district will contract with Dorsey Yearley, who is a retired Special Education Administrator who has conducted Program Reviews in many communities. Ms. Yearley's evaluation will begin in January of 2019 and will involve data analysis, interviews with staff and community members, and observations. Ms. Yearly will summarize her data collection efforts, findings, and recommendations in a formal report which will be completed by the end of June 2019. | | |
| **Title/Role(s) of Responsible Persons:**  James Robbins, Director of Student Services | | **Expected Date of Completion:**  07/01/2019 |
| **Evidence of Completion of the Corrective Action:**  Abington Public Schools is contracting with Dorsey Yearley to conduct a Program Review of its Special Education programs in grades pre-Kindergarten through grade 2. The evidence of the Corrective Action will be the report produced by Dorsey Yearley, which will include a description of the program elements that were reviewed, a summary of observations, and proposed next steps to address areas of concern. | | |
| **Description of Internal Monitoring Procedures:**  Going forward, the Abington Public Schools will conduct reviews of its Special Education programs and services annually. At the start of each school year, the Director of Student Services will determine which aspects of the Special Education program will be evaluated during the upcoming school year. Then, the Director of Students Services will determine if Abington staff members or a consultant will conduct the evaluation. In either case, the evaluation will result in a report that identifies the program elements that were reviewed, a summary of observations, and proposed next steps to address areas of concerns. As mentioned above, during the 2018-2019 school year, the Abington Public Schools will contract with Dorsey Yearley who will conduct a Program Review of the pre-Kindergarten through second grade Special Education programs, and she will produce a report that identifies the program elements that were reviewed, a summary of her observations, and proposed next steps to address areas of concerns. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit a description of the program evaluation proposal by March 28, 2019.  Submit the results of the program evaluations and include description of next steps by June 2, 2019. | | |
| **Progress Report Due Date(s):**  03/28/2019  06/28/2019 | | |

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that the district has not defined a School-wide Education Service Plan that describes the possible methods of delivering educational opportunities to those students who are suspended from school for more than ten consecutive days. | | |
| **Description of Corrective Action:**  Abington Public Schools will define a school-wide Education Service Plan that describes the possible methods of delivering educational opportunities to those students who are suspended from school for more than ten consecutive days. The Director of Student Services and building administrators will review each building's handbook to ensure that the handbook includes an Education Service Plan (that describes methods of delivering educational opportunities to students who are suspended from school for more than ten consecutive days). For any handbook that does not include the Education Service Plan, the building principal and Director of Student Service will develop a School-wide Education Service Plan. For each building that requires a School-wide Education Service Plan, the School-wide Education Service Plan will be posted on the school's website for the remainder of the 2018-2019 school year, and the handbooks will be appropriately edited to include the School-wide Education Service Plan before the start of the 2019-2020 school year. | | |
| **Title/Role(s) of Responsible Persons:**  James Robbins, Director of Student Services | | **Expected Date of Completion:**  08/20/2019 |
| **Evidence of Completion of the Corrective Action:**  Abington Public Schools will document the School-wide Education Service Plan for each building in the district. For each building that requires a School-wide Education Service Plan to be developed, the School-wide Education Service Plan will be developed and submitted to DESE for the Corrective Action Plan (the new School-wide Education Service Plans will also be posted to the school's website). Lastly, when it is necessary to amend handbooks to include the School-wide Education Service Plan for the upcoming year, Abington Public Schools will submit the amendment to DESE. | | |
| **Description of Internal Monitoring Procedures:**  Abington Public Schools will ensure that each school within the district has a School-wide Education Service Plan. By the end of October, all schools' handbooks will be audited for the inclusion of School-wide Education Service Plans. For those schools who require a School-wide Education Service Plan, the building principal and Director of Student Services will develop School-wide Education Service Plans and post them to the website by the end of November. All handbooks will be appropriately amended by the beginning of August 2019. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Submit the School-wide education service plan(s) describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services, pursuant to 603 CMR 53.13(3). Submit the School-wide education services plan(s) by December 6, 2018. | | |
| **Progress Report Due Date(s):**  12/06/2018 | | |

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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, although the district is in the process of developing evaluation tools, the district does not evaluate all aspects of its K-12 programs 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 extracurricular activities. | | |
| **Description of Corrective Action:**  Abington Public Schools will evaluate its K-12 program annually to ensure that all students (regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, or disability status) have equal access to programs. In order to evaluate the Abington Public Schools? programs for accessibility, we will ask parents, high school students, coaches, teachers, and administrators to complete a School Climate Survey. There will be four versions of the survey: one for students, one for parents, one for teachers and coaches, and one for administrators. All of the distributed surveys will be adaptations of the 'Minneapolis Public Schools, Positive School Climate Tool Kit, First Edition' by Nancy Papke of the Cherry Creek School District and Kristen Genevieve Davidson. The surveys will be distributed electronically and the data will be collected by a team of Abington Public Schools? administrators. The results of the survey will be formulated into a report that includes recommendations and next steps, which will be made available to the whole community through the Abington Public Schools? website. | | |
| **Title/Role(s) of Responsible Persons:**  James Robbins, Director of Student Services | | **Expected Date of Completion:**  04/01/2019 |
| **Evidence of Completion of the Corrective Action:**  To document the completion of our Corrective Action, Abington Public Schools will submit its Institutional Self-Evaluation report, which will also be made available to the Abington community on the school district's website. The report will detail the number of respondents, the themes in their responses, recommendations, and next steps for Institutional Self-Evaluations in subsequent years. | | |
| **Description of Internal Monitoring Procedures:**  The Abington Public Schools will finalize its School Climate Survey by the end of October 2018. The electronic surveys will be distributed to parents, secondary students, teachers, coaches, and school administrators at the beginning of November 2018, and will be made available for the duration of November 2018. By the end of January 2018, the data will be collected and analyzed. By the end of February 2018, the findings will be summarized in an Institutional Self-Evaluation report that will explain the number of respondents, themes in their responses, recommendations, and next steps for Institutional Self-Evaluations for the following school year. The report will be made available to the community, via the Abington Public Schools website, by the end of March 2018. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 09/19/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Provide samples of surveys and indicate the populations to be surveyed by December 6, 2018.  Submit the report summarizing findings and analysis, and indicating next steps for the district by March 28, 2019. | | |
| **Progress Report Due Date(s):**  12/06/2018  03/28/2019 | | |

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews and the relevant SEI endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. Similarly, most principals, assistant principals, and supervisors/directors assigned to supervise or evaluate core academic teachers who provide sheltered English instruction to English learners hold the SEI Teacher Endorsement or the SEI Administrator Endorsement, but some do not. | | |
| **Description of Corrective Action:**  Abington Public Schools will provide opportunities for the remaining core academic teachers and administrators who do not have SEI endorsement to participate in appropriate coursework to earn the SEI endorsement. | | |
| **Title/Role(s) of Responsible Persons:**  James Robbins, Director of Student Services | | **Expected Date of Completion:**  08/20/2019 |
| **Evidence of Completion of the Corrective Action:**  The Abington Public Schools will identify administrators and core academic teachers who have not yet received the SEI endorsement. The Director of Student Service and building principals will generate formal letters to academic teachers and administrators who have not yet received the SEI endorsement that explains an upcoming opportunity to receive SEI endorsement, and these letters will be submitted to DESE. Abington Public Schools will keep track of the teachers and administrators who attended the SEI endorsement opportunities and submit this list to DESE. | | |
| **Description of Internal Monitoring Procedures:**  By early October, Abington Public Schools will identify the list of core academic teachers and administrators who still need to receive SEI endorsement. Formal letters to administrators and core academic teachers will be completed by the beginning of November. As the Director of Student Services, I will monitor our staff members enrollment in the SEI-endorsement courses and submit this list to DESE by August of 2019. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 09/20/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1- Provide information on the support the district will provide to help the unendorsed educator(s) earn their endorsement and a timeline that shows the educators' efforts towards earning their SEI endorsement.  2- Please submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.  3- Please provide training to district administrators to ensure compliance with procedure and placement of students. Submit the training materials, sign-in sheets and agendas by the progress report due date.  4- Please submit the completed SEI endorsement form available in the Document Library to provide information regarding the SEI endorsement status of the core academic teachers of ELs in the district.  Submit by November 30, 2018. | | |
| **Progress Report Due Date(s):**  11/30/2018 | | |

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  The program evaluation document submitted by the district does not qualify as acceptable based on the "ESE Form 4: Program Evaluation Rubric" the Department uses to review districts' ELE program evaluations. The Department concludes that the district does not have a comprehensive system in place to evaluate 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:**  Abington Public Schools will conduct annual reviews of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the educational program. For our Corrective Action, during the 2018-2019 school year, Abington Public Schools will conduct an ELE Program Evaluation that is guided by the Department of Elementary and Secondary Education's 'District ELE Program Evaluation' template. In accordance with DESE's 'District ELE Program Evaluation' template, we will establish a team with the goal of improving our ELE program, service to ELLs, and support of staff who interact with ELLs. The team will gather and review relevant data (e.g.- MCAS, ACCESS, transcripts) to establish a realistic view of strengths and weaknesses. After analyzing the data, we will set targets for improvement in the following three areas: increasing the number and percent of students making progress in English proficiency (according to ACCESS data); increasing the number and percent of students achieving fluency in English (according to ACCESS data); and reducing proficiency gaps between ELLs and the general student population (according to MCAS data). The team will identify Action Steps to improve services to ELLs and meet the set targets. The team will reconvene periodically throughout the year to monitor data and determine the effectiveness of our Action Steps. | | |
| **Title/Role(s) of Responsible Persons:**  James Robbins, Director of Student Services | | **Expected Date of Completion:**  07/01/2019 |
| **Evidence of Completion of the Corrective Action:**  To document our Corrective Action, the Abington Public Schools will submit a completed version of the Department of Elementary and Secondary Education’s 'District ELE Program Evaluation' template. The completed document will identify our Program Evaluation Team, the sources of our data, analysis of our data, target goals, action plan, and monitoring steps. | | |
| **Description of Internal Monitoring Procedures:**  The process that we will undertake during the 2018-2019 school year for our Corrective Action will become an annual process for the Abington Public Schools. At the start of the school year, the Director of Student Services will ensure that a Program Evaluation Team has been created. The Team will meet several times throughout the year in order to identify a data collection plan, analyze the data, identify the target goals, articulate the action plan, and establish monitoring steps. In order to document and keep track of the necessary steps of the Program Evaluation, the Program Evaluation Team will complete the Department of Elementary and Secondary Education’s 'District ELE Program Evaluation' template and keep copies of the completed Program Evaluations on file. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 09/20/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  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.  Submit required evidence and materials by June 28, 2019. | | |
| **Progress Report Due Date(s):**  06/28/2019 | | |