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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: Amesbury

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 05/23/2018.

**Mandatory One-Year Compliance Date:** **05/23/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 54 | Professional development | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | 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 24 | Curriculum review | Partially Implemented |
| ELE 3 | Initial Identification of ELs and FELs | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 15 | Professional Development Requirements | Not Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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

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| **Criterion & Topic:**  SE 54 Professional development | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district ensures that all staff, including both special education and general education staff, are trained on state and federal special education requirements and related local special education policies and procedures and on analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom. However, document review and staff interviews indicated that the district does not ensure that all appropriate staff are trained in methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. | | |
| **Description of Corrective Action:**  The District will train all appropriate staff in methods of collaboration among teachers and paraprofessionals to accommodate the diverse learning styles of all students in the general education setting. The District will provide 5 hours during the 2018-2019 school year in which teachers and paras receive initial training together and time to follow up with coaching or questions. This will begin on the first professional release day, October 2nd. It will end June 5th, 2019 on the last professional release day. In total five hours of PD and collaboration time will be completed with teachers and paraprofessionals together. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  06/25/2019 |
| **Evidence of Completion of the Corrective Action:**  Evidence of the completion of this corrective action will include the submission of schedule, agenda, and attendance sheets for each professional release day. | | |
| **Description of Internal Monitoring Procedures:**  The root cause of this is that paraprofessionals have not been scheduled to work at the professional release times. The District has planned in the budget and with the union to make a change to this. Internal monitoring will be done via the actual schedule of professional development. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 54 Professional development | **Corrective Action Plan Status:** Approved  **Status Date:** 06/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 28, 2018, submit evidence of training provided to all program staff on the district's revised policies regarding methods of collaboration among teachers and paraprofessionals to accommodate the diverse learning styles of all students in the general education classroom. Include the training date(s), agenda, training materials, and signed attendance sheets indicating the title/role of staff and the name and title of the presenter. | | |
| **Progress Report Due Date(s):**  09/28/2018  12/15/2018 | | |

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

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district publishes its local Bullying Prevention and Intervention Plan (Plan) in the faculty and student/family handbooks. However, the Plan has not been updated consistent with the amendments to the Massachusetts anti-bullying law to extend protections to students who are bullied by a member of the school staff, which includes, but is not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional. | | |
| **Description of Corrective Action:**  Amesbury Public Schools will update the Bullying & Prevention Plan and school handbooks to reflect the amendments that extend protections to students who are bullied by a member of the school staff as defined in G.L. c. 71, 370. The district will provide all staff with annual written notice of the plan as well as provide training each year by staff. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Teaching & Learning  School Principals | | **Expected Date of Completion:**  10/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Documentation will include: 1) a copy of the revised plan; 2) copies of the revised handbooks; 3) sign off sheets by school staff verifying they have received training. Evidence of a change in practice will be copies of any bullying forms involving students and staff if they are available at that time. | | |
| **Description of Internal Monitoring Procedures:**  The district will assign oversight of the Bullying & Intervention Plan to the Director of Teaching & Learning who will work with school principals to ensure both implementation and accurate reporting. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Approved  **Status Date:** 06/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 28, submit web links to the district's updated faculty handbook and student handbooks to incorporate the amendments to the Massachusetts anti-bullying law extending protections to students who are bullied by a member of the school staff, which includes, but is not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.  By September 28, submit evidence of training provided to all program staff on the district's updated Bullying Prevention and Intervention Plan, ensuring that the amended definition of perpetrator includes staff members. Include the agenda, signed attendance sheet, name and role of presenter, and training materials. | | |
| **Progress Report Due Date(s):**  09/28/2018  12/15/2018 | | |

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

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district has not developed a School-wide Education Service Plan or a system for periodic review of discipline data by special populations. | | |
| **Description of Corrective Action:**  Amesbury Public Schools will ensure that there are policies and procedures in place in preschool, elementary , and secondary schools that meet the requirements of M.G.L c. 71, sections 37H3/4, M.G.L. c. 76, section 21, and 603 CMR 53 | | |
| **Title/Role(s) of Responsible Persons:**  School Committee, Superintendent, and school principals. | | **Expected Date of Completion:**  12/15/2018 |
| **Evidence of Completion of the Corrective Action:**  Written documents will include: any updated policies in relation to student discipline that meet the legal standards, copies of a School-wide Education Service Plan. Evidence of a change in practice will be the implementation of system for periodic review of discipline data by special populations. The district will keep agendas to document quarterly meetings for the review of discipline data. | | |
| **Description of Internal Monitoring Procedures:**  In addition to the creation of a School-wide Education Services Plan, the superintendent will have quarterly meeting with school principals to review discipline data. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 06/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 28, 2018, submit a web link to the district's School-wide Education Service Plan; this may be from the student/family handbook or linked as a separate document.  By September 28, 2018, submit evidence of training for administrators and principals on the revised procedures for student discipline, including the system for periodic review of discipline data by principals to assess the extent of suspensions and removals or the impact of such disciplinary action on selected student populations. Submit the agenda, signed attendance sheet, name and role of presenter, and training materials.  By December 15, 2018, submit a sample of the periodic data review of suspensions and removals for selected student populations. Include a narrative interpretation of the data review and impact of removal for the subgroups of selected students. | | |
| **Progress Report Due Date(s):**  09/28/2018  12/15/2018 | | |

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

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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 district has developed a notice to students 16 and over and their parents, which is sent within five days of the student's tenth consecutive absence; however, the notice does not offer at least two (2) dates and times for an exit interview to discuss reasons why the student is permanently leaving school and does not state that the exit interview may be extended at the request of the parent/guardian for up to 14 days. In addition, document review indicated that the district has not developed a process to provide annual written notice to former students who have left school, not enrolled elsewhere and not earned their diploma, to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. | | |
| **Description of Corrective Action:**  Amesbury Public Schools will update its notice to students 16 or over leaving school without a diploma, certificate of attainment, or certificate of completion to include two dates and times for an exit interview with the superintendent (or designee)and the student and the parent/guardian to occur prior to the student permanently leaving school and that the exit interview may be extended at the request of the parent/guardian for up to 14 days. The district will also provide written notice annually to former students who have left school, not enrolled elsewhere, and not earned their diploma to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent and High School Principal | | **Expected Date of Completion:**  09/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Written documents will include a copy of the revised notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion; and a copy of the new annual notice to former students who have left school, not enrolled elsewhere and not earned their diploma. | | |
| **Description of Internal Monitoring Procedures:**  The Superintendent will create a system where data on students who have dropped out is reviewed quarterly with the high school guidance department to make sure the high school is tracking students with attendance issues, and the high school principal to ensure there is an opportunity for an exit interview as well as to ensure proper notice is going out in a timely manner. | | |
| 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:** 06/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 28, 2018, submit the revised notice, offering at least two (2) dates and times for an exit interview to discuss reasons why the student is permanently leaving school and does not state that the exit interview may be extended at the request of the parent/guardian for up to 14 days.  By December 15, 2018, submit the results of an internal review of all students 16 or older who left the district within the past two years indicating their status in obtaining a diploma or competency determination. The report should note the date the student left the district and whether they have transferred to another district. If the student has not transferred to another district, include the date the district sent the student a notice with information on the availability of publicly funded post-high school academic support programs and encouraging them to participate in available programs. | | |
| **Progress Report Due Date(s):**  09/28/2018  12/15/2018 | | |

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

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that although the district has a textbook selection policy stating that teachers are expected to appropriately select additional education materials in support of the district's educational philosophy and goals, the district does not ensure that individual teachers review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. | | |
| **Description of Corrective Action:**  Amesbury Public Schools will ensure individual teachers will review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Additionally, the district will ensure appropriate activities, discussions, and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Teaching & Learning & school principals | | **Expected Date of Completion:**  04/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Written documentation will include an agenda that depict training for all staff to participate in implicit bias training and examples of staff reflections and copies of checklists to be used by teachers when bringing educational materials into the classroom as well as for long-standing curriculum adoptions. | | |
| **Description of Internal Monitoring Procedures:**  The Director of Teaching & Learning will ensure annual implicit bias training of all staff. The Director of Teaching & Learning will also review any curriculum maps for implicit bias. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 06/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 28, 2018, submit procedures and the checklist for the ongoing review by individual teachers of all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation.  By September 28, 2018, submit evidence of staff training on the procedures including the agenda, training materials, signed attendance lists, and name and role of presenter. | | |
| **Progress Report Due Date(s):**  09/28/2018  12/15/2018 | | |

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

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| **Criterion & Topic:**  ELE 3 Initial Identification of ELs and FELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district has not established English language proficiency screening procedures to determine each potential English learner (EL) preschool students' English language proficiency level. | | |
| **Description of Corrective Action:**  The District will modify the ELE procedure manual to include the procedures that they are currently following to screen and determine each potential English Learner Preschool student's English Language proficiency level. This will include the process, timelines, and tools utilized. | | |
| **Title/Role(s) of Responsible Persons:**  The Director of English Learner Education and the EL teacher | | **Expected Date of Completion:**  01/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Meeting notes from meetings with Director and EL teacher, a memo to principals to share the procedures, and the procedures will be submitted as evidence. | | |
| **Description of Internal Monitoring Procedures:**  Internal monitoring will include file reviews of the preschool students evaluated by the EL teacher and a follow up discussion with principals and the teacher to determine if the written procedures are accurate and effective. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 3 Initial Identification of ELs and FELs | **Corrective Action Plan Status:** Approved  **Status Date:** 06/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Revise the district's initial identifications policies and procedures to include information regarding the initial identification of preschool ELs. Provide training to all staff members involved in the initial identification process to ensure that they are all knowledgeable about the changes and submit the training materials, sign-in sheets and agendas. | | |
| **Progress Report Due Date(s):**  09/28/2018  12/15/2018 | | |

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

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| **Criterion & Topic:**  ELE 6 Program Exit and Readiness | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents indicated that some students are reclassified before they meet the minimum exit criteria provided by the Department. The district's current reclassification practice is not in compliance with 603 CMR 14.02 that requires districts to establish exit criteria in accordance with the Department's guidelines. | | |
| **Description of Corrective Action:**  The two English Learner teachers and the Director of English Learner Education will review the department guidelines on minimum exit criteria. They will utilize 603 CMR 41.02 to establish exit criteria and add them to the ELE procedure manual to assure they are aligned with the state expectations. The guidelines will be reviewed and the exit criteria determined and added to the procedure manual by January 2019. | | |
| **Title/Role(s) of Responsible Persons:**  The Director of English Learner Education will be responsible for this corrective action. | | **Expected Date of Completion:**  05/23/2019 |
| **Evidence of Completion of the Corrective Action:**  Evidence of this action will be provided with a meeting agenda, attendance, and written guidelines to be followed. A file review for all exited students will be completed by May 2019. | | |
| **Description of Internal Monitoring Procedures:**  Internal monitoring will occur with file reviews for all students exited from services during the 18/19 school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved  **Status Date:** 06/28/2018  **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):**  09/28/2018  12/15/2018 | | |

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

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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 not all core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement.  Similarly, not all 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. | | |
| **Description of Corrective Action:**  A course for Teachers SEI endorsement and a course for Administrator's SEI endorsement will be scheduled for Amesbury teachers and administrators. A formal procedure to schedule English Learner students with teachers who hold the SEI endorsement will be created and utilized at each school. | | |
| **Title/Role(s) of Responsible Persons:**  The Director of English Learner Education will be responsible. | | **Expected Date of Completion:**  05/23/2019 |
| **Evidence of Completion of the Corrective Action:**  Evidence of the completion of this action that will be submitted to the Department include, the actual plan for how to schedule students with teachers who hold the endorsement, a contract and schedule for the courses, attendance from the courses, and a District list of teachers who hold the endorsement. | | |
| **Description of Internal Monitoring Procedures:**  The root cause of this problem is the lack of a written procedure to meet this requirement. The Director of English Learner Education will meet quarterly with principals to check the schedules of English Learners and make sure they are scheduled properly. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 06/28/2018  **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. | | |
| **Progress Report Due Date(s):**  09/28/2018  12/15/2018 | | |

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

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| **Criterion & Topic:**  ELE 15 Professional Development Requirements | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the district has not developed a professional development plan to provide educators with training in second language acquisition techniques in accordance with 603 CMR 44.06(1)(a) that requires educators to earn 15 Professional Development Points (PDPs) related to SEI or ESL for re-certification. | | |
| **Description of Corrective Action:**  The District will develop a professional development plan that provides training for teachers in second language acquisition techniques. This will be the professional development for 15 PDP's in SEI or ESL that is required for re-certification. | | |
| **Title/Role(s) of Responsible Persons:**  The Director of English Learner Education and the Director of Teaching and Learning | | **Expected Date of Completion:**  05/23/2019 |
| **Evidence of Completion of the Corrective Action:**  The District will submit a schedule, a course description, and attendance sheets. The district will review evaluations of the course to determine the set-up of future offerings. | | |
| **Description of Internal Monitoring Procedures:**  Internal monitoring will include surveying teachers to facilitate planning for the frequency in which the course will be needed and in what format it should occur. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 15 Professional Development Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 06/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the district's SY 2018-19 professional development plan that includes training for teachers in second language acquisition techniques. | | |
| **Progress Report Due Date(s):**  09/28/2018  12/15/2018 | | |

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

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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. | | |
| **Description of Corrective Action:**  The District will initially contract with an evaluator to evaluate the effectiveness of its ELE program in developing student's English language skills and increasing their ability to participate meaningfully in the District's educational program. In collaboration with this evaluator, the district will create a plan for periodic review/evaluations of the EL program. | | |
| **Title/Role(s) of Responsible Persons:**  The Director of English Language Education | | **Expected Date of Completion:**  05/23/2019 |
| **Evidence of Completion of the Corrective Action:**  The evaluation report will be submitted as evidence of the corrective action. Also, a plan for periodic program evaluations will be submitted. | | |
| **Description of Internal Monitoring Procedures:**  Internal monitoring will include the Director sharing with the Superintendent and School Committee each year how the program was evaluated and the results. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 06/28/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1. Please submit the district's ELE program evaluation  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 | | |
| **Progress Report Due Date(s):**  12/15/2018 | | |