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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: Holbrook

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 05/19/2018.

**Mandatory One-Year Compliance Date:** **05/19/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 32 | Parent advisory council for special education | Partially Implemented |
| 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 | Not Implemented |
| CR 9 | Hiring and employment practices of prospective employers of students | Not Implemented |
| CR 10A | Student handbooks and codes of conduct | 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 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 18A | School district employment practices | Partially Implemented |
| CR 24 | Curriculum review | Not Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 3 | Initial Identification of ELs and FELs | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 17 | Program Evaluation | Partially Implemented |

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation and staff interviews indicated that although the district has established a special education parent advisory council (SEPAC) with by-laws regarding officers and operational procedures, the SEPAC is not involved in the planning, development and evaluation of the district's special education programs. | | |
| **Description of Corrective Action:**  Develop and distribute an input parent survey. Present survey to Executive Board members of SPED PAC and to parents at SPED Pac meeting, collect and formulate results. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education and Pupil Personnel | | **Expected Date of Completion:**  11/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Document: Parent Survey, SPED Pac Agenda, Parent survey summary. | | |
| **Description of Internal Monitoring Procedures:**  Review of survey result with SPED Pac leadership. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Approved  **Status Date:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit agenda and meeting notes for a SEPAC meeting on special education program evaluation including the proposed special education program evaluation parents' survey. By November 15, 2018 submit evidence of SEPAC meeting to discuss the survey results. By January 15, 2019 submit proposed program changes or adjustments following the survey results. | | |
| **Progress Report Due Date(s):**  10/15/2018  11/15/2018  01/15/2019 | | |

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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 documentation and interviews indicated that the district conducts ongoing timely and meaningful consultation with private school representatives and parents for the private school located within the district; provides services to eligible students attending the private school using proportionate share funds; and creates an individual services plan for each student. However, the district does not obtain signed, written affirmation from private school officials that consultation has occurred. | | |
| **Description of Corrective Action:**  A written affirmation of consultation with private school representatives concerning special education services will be prepared and after the consultation has been provided presented for signature by the representative. This affirmation will be kept on file at the office of the Director of Special Education and Pupil Personnel. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education and Pupil Personnel | | **Expected Date of Completion:**  06/08/2018 |
| **Evidence of Completion of the Corrective Action:**  Signed affirmation of consultation with private school on file. | | |
| **Description of Internal Monitoring Procedures:**  Calendar dates of consultation meetings recorded. | | |
| 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:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit signed written affirmations for consultation with private schools located within the district providing services to eligible students attending the private school using proportionate share funds. | | |
| **Progress Report Due Date(s):**  10/15/2018 | | |

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| **Criterion & Topic:**  SE 56 Special education programs and services are evaluated | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documentation and staff interviews indicated that the district does not regularly evaluate its special education programs. | | |
| **Description of Corrective Action:**  Determine program areas to evaluate and collect related data, review state selected indicators of program effectiveness. gather input from parents, staff, and others as needed. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education and Pupil Personnel | | **Expected Date of Completion:**  05/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Program evaluation document with findings, recommendations and action plans. Share result summary at department meetings and at SPED Pac meetings. Keep agendas on file. | | |
| **Description of Internal Monitoring Procedures:**  Maintain file of program evaluation activities throughout the year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Approved  **Status Date:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit the proposed special education program evaluation template or survey for data collection. By November 15, 2018 submit a summary of results and recommendations. By January 15, 2019 submit the proposed program changes or adjustments subsequent to the survey results. | | |
| **Progress Report Due Date(s):**  10/15/2018 | | |

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| **Criterion & Topic:**  CR 9 Hiring and employment practices of prospective employers of students | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documentation and staff interviews indicated that the district does not require prospective employers of students recruiting at the high school to sign a statement assuring that they do not discriminate on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation in its hiring practices. | | |
| **Description of Corrective Action:**  Create form for prospective student employers that confirm that they do not discriminate on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation in its hiring practices. | | |
| **Title/Role(s) of Responsible Persons:**  Holbrook High School Principal | | **Expected Date of Completion:**  09/28/2018 |
| **Evidence of Completion of the Corrective Action:**  Statement of assurances form and notification from principal to all staff with responsibilities in working with on site prospective employers regarding the requirements | | |
| **Description of Internal Monitoring Procedures:**  File review of all prospective employers' signed assurances by Holbrook Guidance department. A log sheet of all involved prospective employers will also be maintained and updated. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 9 Hiring and employment practices of prospective employers of students | **Corrective Action Plan Status:** Approved  **Status Date:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit the statement the district requires prospective student employers to sign assuring that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. Additionally, submit evidence of staff notification of this requirement. | | |
| **Progress Report Due Date(s):**  10/15/2018  11/15/2018 | | |

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the Junior-Senior High School 2017-2018 Student Handbook indicated that color is not included as a protected category in the handbook's procedures for accepting, investigating and resolving complaints alleging discrimination or harassment. | | |
| **Description of Corrective Action:**  The 2018-2019 Holbrook Middle-High School Handbook will include all protected categories in the procedures for accepting, investigating and resolving complaints alleging discrimination or harassment. | | |
| **Title/Role(s) of Responsible Persons:**  Holbrook Middle-High School Principal, School Committee | | **Expected Date of Completion:**  08/28/2018 |
| **Evidence of Completion of the Corrective Action:**  The updated and revised 2018-2019 Holbrook Middle-High School Handbook document. This document will be accessible on Holbrook Public Schools Website and made available to all students and parents at the Holbrook Middle-High School in September of 2018 and to all enrolled students and their parents upon enrollment. School Committee minutes approving handbook. | | |
| **Description of Internal Monitoring Procedures:**  In the spring of each school year the Middle-High School Principal and staff handbook committee will review new handbook for upcoming school year for compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved  **Status Date:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15,218 submit a link to the revised 2018-2019 Holbrook Middle-High School Student Handbook on the district's website updated to include all the protected categories. Additionally, submit a link to a notice on the district's website notifying the school community of the changes in the Student Handbook. | | |
| **Progress Report Due Date(s):**  10/15/2018 | | |

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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 the Junior-Senior High School 2017-2018 Student Handbook indicated that color and gender identity are not stated as protected categories in the handbook's notifications concerning non-discrimination and coordinators. | | |
| **Description of Corrective Action:**  The 2018-2019 Holbrook Middle-High School Handbook will include all protected categories in the handbook's notifications concerning non-discrimination and coordinators. | | |
| **Title/Role(s) of Responsible Persons:**  Holbrook Middle-High School Principal | | **Expected Date of Completion:**  08/28/2018 |
| **Evidence of Completion of the Corrective Action:**  The updated and revised 2018-2019 Holbrook Middle-High Schools Handbook document. This document will be accessible on Holbrook Public Schools Website and made available to all enrolled students and their parents/guardians in September of 2018. The Handbook will be made available to new students and their parents/guardians upon enrollment. School Committee minutes approving the handbook. | | |
| **Description of Internal Monitoring Procedures:**  In the spring of each school year the Middle-High School Principal and staff handbook committee will review new handbook for upcoming school year for compliance. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved  **Status Date:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit a link to the revised 2018-2019 Holbrook Middle-High School Student Handbook on the district's website updated to include all the protected categories. Additionally, submit a link to a notice on the district's website notifying the school community of the changes in the Student Handbook. | | |
| **Progress Report Due Date(s):**  10/15/2018 | | |

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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 documentation indicated that the written notice sent by the district to students aged 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion references 15 consecutive absences, instead of ten, as required. Additionally, the notice does not include at least two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian to occur prior to the student permanently leaving school. | | |
| **Description of Corrective Action:**  Written notice will be revised to state 10 consecutive absences and include two dates and times for an exit interview between the superintendent (or)designee) and the student and parent/guardian to occur prior to the student permanently leaving school | | |
| **Title/Role(s) of Responsible Persons:**  Holbrook Middle-High School Principal | | **Expected Date of Completion:**  08/28/2018 |
| **Evidence of Completion of the Corrective Action:**  Copy of revised letter. | | |
| **Description of Internal Monitoring Procedures:**  File review of student files age 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion that must include revised letter. | | |
| 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:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit the revised written notice sent by the district to students aged 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion that references 10 consecutive absences. Additionally, include at least two dates and times for an exit interview between the superintendent (or designee) and the student and parent/guardian to occur prior to the student permanently leaving school. | | |
| **Progress Report Due Date(s):**  10/15/2018  11/15/2018 | | |

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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 documentation indicated that the district's physical restraint and behavior support policy does not include all the required elements. Specifically, the policy does not include methods of engaging parents and youth in discussions about restraint prevention and use, a procedure for receiving and investigating complaints, a description and explanation of the program's alternatives to physical restraint, and reporting requirements. | | |
| **Description of Corrective Action:**  Rewrite and amend present Holbrook School Committee "Restraint Policy". | | |
| **Title/Role(s) of Responsible Persons:**  Director of Special Education and Pupil Personnel, Superintendent, School Committee Members | | **Expected Date of Completion:**  10/02/2018 |
| **Evidence of Completion of the Corrective Action:**  Completed revised restraint Policy; minutes Holbrook School Committee; Holbrook Public Schools agenda of administrator meetings. | | |
| **Description of Internal Monitoring Procedures:**  Policy development reviews by Holbrook School committee chairperson and Superintendent. | | |
| 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:** Partially Approved  **Status Date:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district did not include staff training and dissemination of the revised policy and procedures to families. | | |
| **Department Order of Corrective Action:**  Include staff training on the revised policy and dissemination to families. | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit revised restraint policy and procedures that includes methods of engaging parents and youth in discussions about restraint prevention and use, a procedure for receiving and investigating complaints, a description and explanation of the program's alternatives to physical restraint, and reporting requirements consistent with state regulation 603 CMR 46.00. By November 15, 2018 submit minutes or other evidence documenting that the revised policy and procedures have been approved by the School Committee. By January 15, 2019 submit evidence, including the agenda, training materials, signed attendance sheets, and name and role of presenter, that all staff have been trained on the updated restraint policy. Additionally, submit evidence that the district's revised restraint procedures have been disseminated to families. The district may provide a web link in lieu of uploading a document. | | |
| **Progress Report Due Date(s):**  10/15/2018  11/15/2018  12/14/2018  01/15/2019 | | |

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| **Criterion & Topic:**  CR 18A School district employment practices | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation and the district's website indicated that both the district's job posting form and the job postings on the website do not include the required protected categories of race, color, gender identity, national origin, sex, and disability. | | |
| **Description of Corrective Action:**  Holbrook Public School's job posting form and website postings have been revised to include all required protected categories. | | |
| **Title/Role(s) of Responsible Persons:**  Superintendent | | **Expected Date of Completion:**  09/28/2018 |
| **Evidence of Completion of the Corrective Action:**  Posting form sample and website postings have revised document that is in compliance with the regulations. | | |
| **Description of Internal Monitoring Procedures:**  Job postings on the website and other physical locations will be checked for compliance by Holbrook administrators on rotation basis, findings will be reported for inclusion on leadership agendas. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 18A School district employment practices | **Corrective Action Plan Status:** Approved  **Status Date:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit a link to a job posting on the district's website that lists all the required protected categories in the non-discrimination statement. | | |
| **Progress Report Due Date(s):**  10/15/2018  11/15/2018  12/14/2018 | | |

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| **Criterion & Topic:**  CR 24 Curriculum review | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documentation and staff interviews indicated that the district does not have a process for ensuring that individual teachers review 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:**  During the leadership retreat over the summer, August 15-16, I will talk with administration (i.e. principals, assistant principals, technology director, business manager, maintenance director, and department heads) about cultural proficiency, equity and bias. We will complete surveys, discuss, and share our findings. This information will be shared with the vertical alignment team (a group of K-12 teachers) over the summer. This team will complete the same survey; discuss and share findings. On the opening day of schools, August 27, a discussion will take place about cultural proficiency, equity and bias. The discussions and survey results from the summer will also be shared. During the course of the 2018-2019 school year, the vertical alignment team will meet monthly and use the bias checklist to ensure that all instructional materials used do not show bias. Additional discussion will take place in how to integrate equity and cultural proficiency into our curriculum and school climate. The vertical alignment team will share their findings (if any) at monthly staff meetings throughout the school year. | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie DeRosa, Director of Curriculum | | **Expected Date of Completion:**  05/19/2019 |
| **Evidence of Completion of the Corrective Action:**  Surveys, agenda and attendance sheet, checklists, | | |
| **Description of Internal Monitoring Procedures:**  Agenda and attendance at vertical alignment meetings, staff meetings | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018, submit a description of the district's procedures for review of 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 January 15, 2019 submit evidence of teacher training on review of educational materials and methods to provide balance and context for any stereotypes depicted. This documentation will include the agenda, signed attendance sheet, name and role of presenter, and the educational material review rubric that includes all the protected categories. | | |
| **Progress Report Due Date(s):**  10/15/2018  01/15/2019 | | |

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation and staff interviews indicated that although the district evaluates its K-12 programming 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 access to all programs, including athletics and other extracurricular activities, the district does not plan or implement program changes in response to the results. | | |
| **Description of Corrective Action:**  Annually evaluate K-12 programming to ensure compliance by collecting and reviewing related data, School Improvement Plans, Missions, Curriculum, Policies and Procedures, and gather input from parents, staff and others as needed. | | |
| **Title/Role(s) of Responsible Persons:**  Leadership Team/ Principals, Directors, Superintendents | | **Expected Date of Completion:**  05/01/2019 |
| **Evidence of Completion of the Corrective Action:**  Institutional Self-Evaluation document with findings, recommendations and action plans. Share result summary at leadership meetings, staff meetings and parent meetings. Keep agendas on file. | | |
| **Description of Internal Monitoring Procedures:**  Maintain file of self-evaluation activities throughout the year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 06/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 15, 2018 submit a template, survey, or description of the district's institutional self-evaluation procedure for access to the K12 programming by all students regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. By January 15, 2019 submit the results of institutional self-evaluation for access to school programs in the district including athletics and other extracurricular activities by all the protected categories. By February 15, 2019 submit the proposed program adjustments based on the results of institutional self-evaluation. | | |
| **Progress Report Due Date(s):**  10/15/2018  01/15/2019 | | |

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| **Criterion & Topic:**  ELE 3 Initial Identification of ELs and FELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation and staff interviews indicated that the district has not established English language proficiency screening procedures to determine each potential English learner (EL) preschool student's English language proficiency level. | | |
| **Description of Corrective Action:**  I have purchased the Pre-IPt to screen preschools students. I will be completing training through a live webinar with Educational Sales Consultant, Ballard & Tighe, Publishers over the summer. Training will be completed by August 30. I will train the preschool staff (3 teachers) on a professional development day during the 2018-2019 school year. | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie DeRosa, ELE Coordinator | | **Expected Date of Completion:**  12/21/2018 |
| **Evidence of Completion of the Corrective Action:**  Webinar power point, pd certificate of training, attendance sheet | | |
| **Description of Internal Monitoring Procedures:**  During pre-school screening and as new students enroll into the program, any student with written documentation of a language other than English on the home language survey will be assessed as a potential EL. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 3 Initial Identification of ELs and FELs | **Corrective Action Plan Status:** Approved  **Status Date:** 06/18/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 15, 2019, please complete the Initial Identification Testing Data form available in the WBMS Document Library for preschoolers screened in the SY 2018-19. | | |
| **Progress Report Due Date(s):**  01/15/2019 | | |

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of the relevant SEI endorsement data and staff interviews indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. | | |
| **Description of Corrective Action:**  I keep track of staff SEI endorsement/license using a spreadsheet. Any staff member who does not currently have the SEI Endorsement will not be given EL students to service. We currently have 11 core academic teachers who do not have the SEI endorsement. Staff members have until May 19, 2019 to complete this endorsement. | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie DeRosa, ELE Coordinator | | **Expected Date of Completion:**  05/19/2019 |
| **Evidence of Completion of the Corrective Action:**  Updated spreadsheet and proof of SEI endorsement/license in staff folder | | |
| **Description of Internal Monitoring Procedures:**  Sending out emails to remind staff of their obligation to obtain the SEI endorsement/license, updating spreadsheet and staff folders | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 06/18/2018  **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.  Please submit all required information by October 15, 2018. | | |
| **Progress Report Due Date(s):**  10/15/2018  01/15/2019 | | |

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

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documentation and staff interviews indicated that the district conducts parent and teacher surveys to receive feedback regarding the ELE program in the district, and teacher surveys to determine how the district program can be improved; however, 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 educational program. | | |
| **Description of Corrective Action:**  For the 2017-2018 ELE evaluation, I am using the evaluation process as outlined in the Transitional Guidance Document (October, 2017). Staff, student, and teacher surveys have been given. This data will be analyzed, written in summary form and distributed to stakeholders (administration, staff, parents). Also, ACCESS scores are being tracked for each student using a spreadsheet and growth or not is noted on the document. For any student (s) who is not progressing, a goal will be developed. Data from MCAS will also be tracked for students. Preliminary data has been released but is still embargoed. We will incorporate this data into the student goal as well. That will help students acquire the English skills necessary to show progress and score Proficient. Student goals will be weaved into the ESL curriculum. For the 2018-2019 school year, the ELE program will be using the curriculum, Carousel for Ideas. At the end of each unit chapter, students will be checked/progressed monitored for their English skills. Students will also be given pre/post assessments for each unit to show what English skills students learned. | | |
| **Title/Role(s) of Responsible Persons:**  Stefanie DeRosa, ELE Coordinator | | **Expected Date of Completion:**  09/28/2018 |
| **Evidence of Completion of the Corrective Action:**  Data spreadsheets for ACCESS and MCAS scores, evaluation summary, student learning goals, | | |
| **Description of Internal Monitoring Procedures:**  Student work samples, pre/post assessments, progress monitoring after each unit chapter (set of benchmarks to master) | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 06/18/2018  **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.  Please complete all required actions by October 15, 2018. | | |
| **Progress Report Due Date(s):**  10/15/2018  01/15/2019 | | |