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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: Marshfield

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 04/25/2018.

**Mandatory One-Year Compliance Date:** **04/26/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 20 | Least restrictive program selected | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |

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

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| **Criterion & Topic:** SE 20 Least restrictive program selected | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records indicated that IEP Teams do not consistently state why removal from the general education classroom is critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Description of Corrective Action:** The District will provide training to all Special Education staff, Team Chairs and building Administration with respect to Least restrictive program selected. The training will provide consistency and common language to state why removal from the general education classroom is critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Title/Role(s) of Responsible Persons:**Asst. Supt. of Special Education/Pupil Personnel | **Expected Date of Completion:**06/20/2018 |
| **Evidence of Completion of the Corrective Action:**(1)Sign In sheets, (2)training agenda, (3)copy of Special Education manual with highlighted section, (4)an example of a redacted N1 that indicates that Least restrictive program is considered and (5)an example of a redacted IEP stating the Least restrictive program is considered, (6) and a copy of the IEP agenda that is posted and reviewed at TEAM IEP meetings has the consideration LRP on it. (7)Agendas of Sped Staff meetings indicating Least restrictive programming. |
| **Description of Internal Monitoring Procedures:** Training completed by May 31st, 2018 and by June 20th, 2018 a random selection of 25 IEPs will be reviewed for Least restrictive program language. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 20 Least restrictive program selected | **Corrective Action Plan Status:** Approved **Status Date:** 05/14/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please submit evidence of Least Restrictive Program training, sign-in sheets, agenda and the 5 randomly selected student record samples to the Department by June 29, 2018. |
| **Progress Report Due Date(s):** 06/29/2018 |

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of documents indicated that the district does not evaluate all aspects of 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, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Description of Corrective Action:** Marshfield Public Schools will be distributing a Civil Rights self-evaluation survey that evaluates all aspects of 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, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities to administration, staff, parents, students and community by May 25th, 2018. See CR 25 Civil Rights Self-Evaluation survey uploaded in documents library. |
| **Title/Role(s) of Responsible Persons:**Asst. Supt. Special Education/Pupil Personnel | **Expected Date of Completion:**06/20/2018 |
| **Evidence of Completion of the Corrective Action:**Based on the results of the survey the district will develop an action plan by June 20, 2018 to be implemented during the FY 19. |
| **Description of Internal Monitoring Procedures:** As a result of the survey the Action Plan will be implemented in FY 19. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 05/14/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please submit a copy of the results of the civil rights self-evaluation survey and the action plan proposed by the District to the Department by June 29, 2018. |
| **Progress Report Due Date(s):** 06/29/2018 |

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

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| **Criterion & Topic:** ELE 5 Program Placement and Structure | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents indicated that the district does not have an ESL curriculum that guides ESL instruction, nor a plan to develop one. The district should note that an ESL curriculum is integral to an effective ELE program in which English learners (ELs) become English proficient at a rapid pace. |
| **Description of Corrective Action:** Based on the National Geographic Learning ESL curriculum quote, the district will form a committee comprised of the three ESL teachers, the Assistant Superintendent and representatives from the elementary, middle and high school to review the recommendations of Martin Brauer, the educational consultant from NGL-Cengage Learning. (See uploaded ESL Curriculum National Geographic Learning order summaries)In addition, the districts ESL teacher is currently enrolled in the Next Generation ESL: Model Curriculum Unit (MCU), an initiative led by Fernanda Kray, PD and Curriculum Coordinator. The collaborative tool will be used by our committee to create curricula using the ESL unit template. The committee will determine how to integrate a tiered approach to purchasing ESL curriculum over the course of the next fiscal year.Prior to June 30, 2018 the district will purchase the following materials based on ELL student enrollment. The district will also commit funds for the fiscal year 2018-2019 to make a responsible purchase for a low incidence district based on the committee’s recommendations. |
| **Title/Role(s) of Responsible Persons:**Special Education Director | **Expected Date of Completion:**06/20/2018 |
| **Evidence of Completion of the Corrective Action:**The district will purchase the following ESL curriculum that guides ESL instruction to ensure EL?s become English proficient at a rapid pace.Middle School: Name of series: Inside Level: Fundamentals (newcomers) Cost: $1216.75High School:Name of series: EdgeLevel: Fundamentals (newcomers)Cost: $1221.75Elementary:Name of series: ReachLevel: CCost: $7262.00 |
| **Description of Internal Monitoring Procedures:** Purchasing of equipment and purchase orders. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved **Status Date:** 05/29/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** 1- Please submit the evidence of an ESL curriculum that guides the ESL instruction provided to ELs.2- Please submit evidence of systematic English language development occurring during the time dedicated to ESL such as unit plans and/or lesson plans that ESL teachers use for ESL instruction. |
| **Progress Report Due Date(s):** 09/28/2018 |

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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:** The district has had 116 core academic teachers with ELL students who have obtained SEI endorsement. There are only 15 teachers that have been assigned an ELL student who are not endorsed, the core academic teachers have 1 year to fulfill this requirement. The district is a DESE approved site with an approved DESE SEI course endorsement teacher that provides yearly course work (3 separate courses) for SEI endorsement for teachers and administrators as well as the 15 PDP requirements for re-licensure. The core academic teachers who have not yet completed the SEI endorsement will be sent a letter (see up-loaded document library - "Letter to Staff Member for SEI Endorsement" from the superintendent encouraging the teachers to sign up for the teacher SEI endorsement. Any principal, assistant principal, and supervisor/director that evaluates teachers that have ELL students in the district all have SEI administrator endorsement. If they do not hold the endorsement they do not evaluate core academic teachers with ELL students until such time. Any administrator that evaluates within the district has 1 year at time of hire to become SEI endorsed. |
| **Title/Role(s) of Responsible Persons:**Special Education Director | **Expected Date of Completion:**06/20/2018 |
| **Evidence of Completion of the Corrective Action:**Core academic teachers who have had an ELL student in classroom and has not yet obtained SEI teacher Endorsement will be strongly encouraged to sign up for the DESE approved course during the FY'19. |
| **Description of Internal Monitoring Procedures:** District will monitor ELL course sign up roster and continue to send letters to staff who require endorsement quarterly throughout the FY'19. All evaluators will request any new hire without ELL endorsement create a goal in their evaluation document. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved **Status Date:** 05/17/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** 1- By June 29, 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- By June 29, please submit the district's plan to ensure that ELs are assigned only to core academic teachers who hold the SEI endorsement.3- By September 28, 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- By September 28, 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):** 06/29/2018 |