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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: Middleborough

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 03/22/2018.

**Mandatory One-Year Compliance Date:** **03/22/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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

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| **Criterion & Topic:**  CR 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 notice sent to a student 16 or over and the parent/guardian regarding leaving school without a high school diploma, certificate of attainment, or certificate of completion is not sent within five days from the student's tenth consecutive absence. In addition, the letter incorrectly states that the student "shall be considered withdrawn permanently from the Middleborough Public Schools, since [student] has been absent for over 5 school days."  Furthermore, the district does not send annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school 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:**  The letter regarding student absence and process has been amended to remove the permanent withdrawal language and will be sent within five days from the student's tenth consecutive absence at all times. Additionally, the high school will be using a formal letter that it will send to all students who have dropped out of school each June notifying them of all publicly funded post-high school academic support programs with encouragement to reengage when possible. | | |
| **Title/Role(s) of Responsible Persons:**  Carolyn Lyons, Director of PPS; Ellen Driscoll, Civil Rights Coordinator; Paul Branagan, Principal | | **Expected Date of Completion:**  06/30/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence of Completion would be copies of absence letters and the annual letters to all former students who have effectively dropped out of school. | | |
| **Description of Internal Monitoring Procedures:**  The internal monitoring process will include adjusted letters and training for all high school support staff on their use, and the drafting of a new formal letter to assist students with reengaging their studies along with appropriate training on its use. | | |
| 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:** Partially Approved  **Status Date:** 05/01/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district did not include the name, title and role of the district personnel who will be responsible for oversight. The district did not describe at what time intervals the internal monitoring would take place (ex. monthly, quarterly, etc.). | | |
| **Department Order of Corrective Action:**  Provide name, title and role of district personnel who will be responsible for oversight. Provide evidence of training (agenda, sign-in sheets, training materials). Designate regular periods of internal monitoring of notices/letters (monthly, quarterly, etc). | | |
| **Required Elements of Progress Report(s):**  By September 14, 2018, submit a copy of the revised letter regarding students leaving school without a high school diploma that is sent to the student and parent/guardian within five days from the student's tenth consecutive absence. Submit a copy of the annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs. Submit evidence of training (agenda, sign-in sheet, training materials). Provide the name, title and role of district personnel responsible for oversight of internal monitoring and specific information about the frequency of internal monitoring. By October 26, 2018, provide the results of internal monitoring to ensure written notices were sent to former students who have not yet earned their competency determination. In areas of noncompliance, identify the root cause and note the corrective action to be taken.  \*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) list of student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review with their role(s) and signature(s). | | |
| **Progress Report Due Date(s):**    09/14/2018  10/26/2018 | | |

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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 and staff interviews indicated that the Model Curriculum Units (MCUs) provided by the Massachusetts Department of Elementary and Secondary Education have been utilized by the ESL teacher, but the district does not have an ESL curriculum that guides ESL instruction and supports English language acquisition of English learners (ELs) at all grade and proficiency levels. The district should note that the ESL MCUs are examples to develop an ESL curriculum and are based on sound, research-based processes; however, they are not offered as a complete ESL curriculum that is integral to an effective ELE program in which ELs of all grade and proficiency levels become English proficient at a rapid pace. | | |
| **Description of Corrective Action:**  Middleborough Public Schools has begun to formally reach out to low incidence, neighboring districts in an effort to work collaboratively to develop and implement a complete ESL curriculum based on sound, research-based processes. We are also in the process of contacting vendors/publishers who may be able to aid our districts in this quest. | | |
| **Title/Role(s) of Responsible Persons:**  John Cardoza, ELL Coordinator  Brian Lynch, Superintendent | | **Expected Date of Completion:**  03/22/2019 |
| **Evidence of Completion of the Corrective Action:**  A formally submitted ESL curriculum will be provided by 3/22/19. | | |
| **Description of Internal Monitoring Procedures:**  The ESL Coordinator will meet with the Superintendent on a monthly basis to provide updates to and the completion of a formalized curriculum to be used and shared district wide. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Approved  **Status Date:** 04/20/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit a plan that includes information about a process for developing an ESL curriculum or the outcomes of the collaboration with other districts on the ESL curriculum project as well as the timeline for implementation. | | |
| **Progress Report Due Date(s):**  06/14/2018 | | |

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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. | | |
| **Description of Corrective Action:**  EL students will be placed in/assigned only to teachers who hold the SEI Teacher Endorsement. ELs will be placed in classrooms/assigned to SEI Endorsement holders prior to assigning mainstream students for the coming academic year. | | |
| **Title/Role(s) of Responsible Persons:**  John Cardoza, ELL Coordinator  Brian Lynch, Superintendent | | **Expected Date of Completion:**  03/22/2019 |
| **Evidence of Completion of the Corrective Action:**  Student schedules including teachers listed with SEI endorsements noted. | | |
| **Description of Internal Monitoring Procedures:**  The district engages in on going discussion with staff regarding their license and needed SEI endorsement from the state. The ELL Coordinator will review all student schedules to confirm their placement only with teachers who have obtained the SEI endorsement. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 04/20/2018  **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. | | |
| **Progress Report Due Date(s):**  09/14/2018 | | |

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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:**  Middleborough Public Schools (MPS) is in the process of adopting the DESE?s recommended protocol for District ELE Program Evaluation (annual). MPS will consistently utilize, beginning in 2017-2018, the recommended template designed for a comprehensive evaluation of the effectiveness of a district?s ELE programming. This protocol will be utilized in the 2018-2019 school year. We are presently awaiting the arrival of the 2018 ACCESS 2.0 test results to complete our first comprehensive annual evaluation of our ELE program. | | |
| **Title/Role(s) of Responsible Persons:**  John Cardoza, ELL Coordinator  Brian Lynch, Superintendent | | **Expected Date of Completion:**  03/22/2019 |
| **Evidence of Completion of the Corrective Action:**  An ELE Program Evaluation will be drafted and completed by 3/22/19. | | |
| **Description of Internal Monitoring Procedures:**  The ELL Coordinator will be meeting with the Superintendent monthly to review progress made on program evaluation on an incremental basis. The evaluation will be completed by the end of the compliance date. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 04/20/2018  **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 at promoting and supporting the rapid acquisition of English language proficiency by ELs as is required in G.L. c. 71A. | | |
| **Progress Report Due Date(s):**  09/14/2018 | | |