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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: Milford

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 09/08/2018.

**Mandatory One-Year Compliance Date:** **09/08/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 3 | Special requirements for determination of specific learning disability | Partially Implemented |
| CR 3 | Access to a full range of education programs | Partially Implemented |
| CR 8 | Accessibility of extracurricular activities | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | 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 24 | Curriculum review | Partially Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 17 | Program Evaluation | Partially Implemented |

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| **Criterion & Topic:** SE 3 Special requirements for determination of specific learning disability | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and staff interviews indicated that when a student suspected of having a specific learning disability is evaluated, the Team does not always create a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement. |
| **Description of Corrective Action:** 2017-2018: All Special Education Team Chairs participated in Professional Development, Nuts and Bolts for Team chairs: Strategies for Successful Team Meetings (Accept Educational Collaborative) on November 3 and 17 and December 1, 2017. 2018-2019 - Newly hired Special Education Teams Chairs will attend this same Professional Development conference on October 17 and 31 and November 14, 2018.Included in the training manual, handout ?F,? Team Determination of SLD Eligibility (Massachusetts Department of Education), has been reviewed with all Team Chairs at each building in the district. This document is readily available in all conference rooms at each building and will be completed when determining whether or not a student has a Specific Learning Disability. All additional documentation (Components 1-4) will be reviewed.Team Chairs will also receive additional training in the composition of a Team, the importance of participation and signing off on Team meetings and the determination. They will be re-trained in the protocols for evaluating a student with a specific learning disability, with an emphasis on understanding the role a classroom observation (participation skills) plays in this process. Team Chairs will collaborate with School Psychologists and Classroom teachers to ensure that evaluations are conducted thoroughly and that student classroom observations are conducted consistently. School Psychologists and other Team members will receive training on conducting classroom observations. Training for Team Chairs will be on November 8, 2018 during the monthly Team Chair meeting. |
| **Title/Role(s) of Responsible Persons:**Director of Special EducationAsst. Director of Special EducationSpecial Education Team Chairs | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**Records of training: agendas, sign-in sheets, memos; district forms used to document meeting attendance/composition/determination; district checklists for evaluation/assessment protocols |
| **Description of Internal Monitoring Procedures:** An ongoing monitoring process will include monthly record reviews completed by Director and Assistant Director of Special Education for identified students suspected of having a specific learning disability. Records will be identified on Team Chair tracking sheets that are submitted weekly to the Special Education department. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 3 Special requirements for determination of specific learning disability | **Corrective Action Plan Status:** Approved **Status Date:** 11/21/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 21, 2018, submit procedures to ensure that when a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement. Provide evidence of staff training on these procedures. Evidence of training should include training materials, agenda, signed attendance sheet, and name and role of presenter. By March 1, 2019, submit the results of a review of student records, across all levels, to ensure that when a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement. Include the number of records reviewed; the number of records in compliance; and for any records not in compliance, determine the root cause and specific corrective actions taken to remedy the non-compliance.  \*Please note that 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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 12/21/201803/01/2019 |

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| **Criterion & Topic:** CR 3 Access to a full range of education programs | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the district's Pupil Rights Amendment indicated that while all students, regardless of race, color, sex, religion, national origin, or disability, have equal access to the full range of education programs offered by the district, gender identity, sexual orientation and homelessness are not included as protected categories. |
| **Description of Corrective Action:** The Milford Public Schools Pupil Rights Amendment was revised to include gender identity, sexual orientation and homelessness as protected categories. |
| **Title/Role(s) of Responsible Persons:**Civil Rights CoordinatorSuperintendent | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**The District's policy on Non-Discrimination Notice and Civil Rights and Safety Information for School Personnel, Parents and Students was revised to include gender identity, sexual orientation and homelessness as protected classes. This policy was approved by the Milford School Committee at their October 4, 2018 meeting and was updated on the Milford Public Schools website. The Pupil Rights Amendment was updated to include this information. The School Committee Meeting minutes from October 4, 2018 are attached along with the revised policy. |
| **Description of Internal Monitoring Procedures:** Prior to the start of each school year, the Pupil Rights Amendment will be reviewed and updated based on any changes dictated by Massachusetts General Laws. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 3 Access to a full range of education programs | **Corrective Action Plan Status:** Approved **Status Date:** 11/21/2018 **Correction Status:** Corrected |
| **Basis for Decision:** The district submitted a revised Pupil Rights Amendment that was approved by the school committee. The amendment now includes all protected categories including gender identity, sexual orientation and homelessness. No progress report is required for this criterion. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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| **Criterion & Topic:** CR 8 Accessibility of extracurricular activities | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of the district's Pupil Rights Amendment indicated that while all students, regardless of race, color, sex, religion, national origin, or disability, have equal access to extracurricular activities offered by the district, gender identity, sexual orientation and homelessness are not included as protected categories. |
| **Description of Corrective Action:** The Milford Public Schools Pupil Rights Amendment was revised to include gender identity, sexual orientation and homelessness as protected categories. |
| **Title/Role(s) of Responsible Persons:**Civil Rights CoordinatorSuperintendent | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**The District's policy on Non-Discrimination Notice and Civil Rights and Safety Information for School Personnel, Parents and Students was revised to include gender identity, sexual orientation and homelessness as protected classes. This policy was approved by the Milford School Committee at their October 4, 2018 meeting and was updated on the Milford Public Schools website. The Pupil Rights Amendment was updated to include this information. The School Committee Meeting minutes from October 4, 2018 are attached along with the revised policy. |
| **Description of Internal Monitoring Procedures:** Prior to the start of each school year, the Pupil Rights Amendment will be reviewed and updated based on any changes dictated by Massachusetts General Laws. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 8 Accessibility of extracurricular activities | **Corrective Action Plan Status:** Approved **Status Date:** 11/21/2018 **Correction Status:** Corrected |
| **Basis for Decision:** The district submitted a revised Pupil Rights Amendment that was approved by the school committee. The amendment now includes all protected categories including gender identity, sexual orientation and homelessness. No progress report is required for this criterion. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents indicated that the middle school student handbook does not contain a nondiscrimination policy that affirms the school's non-tolerance for harassment based on race, color, national origin, sex, gender identity, religion, or sexual orientation, or discrimination on those same bases.A review of documents also indicated that the high school and elementary student handbooks contain nondiscrimination policies that affirm the schools' non-tolerance for harassment based on race, color, national origin, sex, religion, or sexual orientation, or discrimination on those same bases. However, these handbooks do not include gender identity as a protected category. |
| **Description of Corrective Action:** All of the handbooks at each of the Milford Public Schools have been revised to include gender identity as a protected category. |
| **Title/Role(s) of Responsible Persons:**Civil Rights CoordinatorPrincipals | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**The District's policy on Non-Discrimination Notice and Civil Rights and Safety Information for School Personnel, Parents and Students was revised to include gender identity as a protected class. This policy was approved by the Milford School Committee at their October 4, 2018 meeting and was updated in all school handbooks and made available to families on the Milford Public Schools website. Hard copies of the handbooks are available to families per their request. The School Committee Meeting minutes from October 4, 2018 are attached along with each of the schools handbooks. |
| **Description of Internal Monitoring Procedures:** Prior to the start of the school year and as needed throughout the school year, policies will be reviewed and updated based on Massachusetts General Law and Principals will be provided with the revised policies and directed to update their school handbooks accordingly. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 11/21/2018 **Correction Status:** Corrected |
| **Basis for Decision:** The district submitted a revised middle school student handbook that now contains a nondiscrimination policy that affirms the school's non-tolerance for harassment based on race, color, national origin, sex, gender identity, religion, sexual orientation, or discrimination on those same bases. The district also submitted revised high school and elementary student handbooks that now contain nondiscrimination policies that affirm the schools' non-tolerance for harassment that include all protected categories including gender identity. The handbooks are available on the district website and print copies are made available to parents upon request. No progress report is required for this criterion. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
| **Progress Report Due Date(s):**  |

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| **Criterion & Topic:** CR 10B Bullying Intervention and Prevention | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents indicated that although the Stacy Middle School handbook contains a "bullying pledge," the handbook does not contain relevant sections of the district's updated Bullying Prevention and Intervention Plan relating to the duties of staff and provisions addressing the bullying of students by a staff member. |
| **Description of Corrective Action:** The District's updated Bullying Prevention and Intervention Plan has been added to the Stacy Middle School Handbook. |
| **Title/Role(s) of Responsible Persons:**Civil Rights Coordinator Superintendent | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**A copy of the Stacy Middle School Handbook is attached. |
| **Description of Internal Monitoring Procedures:** Prior to the start of each school year, Principals will review their school handbooks with their School Council's and Administrative Team. Principals will be notified by the Superintendent's Office of any changes in policy or Massachusetts General Law. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Partially Approved **Status Date:** 11/21/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district submitted the Stacy Middle School handbook and screen shots of the webpages linked in the handbook. While the handbook contains a link to the district's Bullying Prevention and Intervention Plan, it does not contain relevant sections of the district's updated Bullying Prevention and Intervention Plan relating to the duties of staff and provisions addressing the bullying of students by a staff member. The relevant sections must appear in the handbook so that it is accessible to all families, including those who do not have internet access. |
| **Department Order of Corrective Action:**The district must ensure their middle school handbook includes relevant sections of the district's updated Bullying Prevention and Intervention Plan relating to the duties of staff and provisions addressing the bullying of students by a staff member. |
| **Required Elements of Progress Report(s):** By March 1, 2019, submit a revised Stacey Middle School handbook that contains relevant sections of the district's updated Bullying Prevention and Intervention Plan relating to the duties of staff and provisions addressing the bullying of students by a staff member. |
| **Progress Report Due Date(s):** 03/01/2019 |

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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 district's website and school-specific websites indicated that a notice ensuring the district does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion, or sexual orientation is not included. |
| **Description of Corrective Action:** The Milford Public Schools district website and school-specific websites have been updated to include a non-discrimination statement that includes all protected categories. |
| **Title/Role(s) of Responsible Persons:**Civil Rights Coordinator Superintendent | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**The Milford Public Schools district website and school-specific websites have been updated to reflect that District does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion, or sexual orientation |
| **Description of Internal Monitoring Procedures:** The District website will be updated to include any additional protected categories as dictated by Massachusetts General Law. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 12A Annual and continuous notification concerning nondiscrimination and coordinators | **Corrective Action Plan Status:** Approved **Status Date:** 11/21/2018 **Correction Status:** Corrected |
| **Basis for Decision:** A review of the district's website and school-specific websites indicated that each home page now includes a notice ensuring the district does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion, or sexual orientation.No progress report is required for this criterion. |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):**  |
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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 notices sent to parents and students within five (5) days from the student's tenth consecutive absence do not contain all required elements. Specifically, these notices do not offer at least two dates and times for an exit interview between the superintendent (or designee) and the student and the parent/guardian to occur prior to the student permanently leaving school.Staff interviews also indicated that 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 encourage them to participate in those programs. |
| **Description of Corrective Action:** The notices sent to parents and students within five (5) days from the student's tenth consecutive absence was updated to include two dates and times for an exit interview between the student and the school Principal or designee. Additionally, the annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school was revised to provide the student with information on post-high school academic support programs. |
| **Title/Role(s) of Responsible Persons:**High School PrincipalSuperintendent | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**Both letters to parents and students indicating ten consecutive absence and written notice informing former students of publicly funded academic support programs are attached. |
| **Description of Internal Monitoring Procedures:** The Guidance Administrative Assistant at Milford High School will keep track of students that reach their tenth consecutive absence and will send the letter proposing two dates and times for an exit interview. She will also keep track of students that have not earned their competency determination and will provide them with information on post-high school academic support programs that are available. |
| 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:** 11/21/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 21, 2018, submit evidence that that notices sent to parents and students within five (5) days from the student's tenth consecutive absence contain all required elements. Evidence must include a sample of the revised notice. Additionally, submit evidence that the district sends 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 encourage them to participate in those programs. Evidence must include a sample of the revised notice.By December 21, 2018, submit evidence of training to appropriate staff on procedures developed to ensure that the district sends 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 encourage them to participate in those programs. Evidence of training should include training materials, agenda, signed attendance sheet, and name and role of presenter. By March 1, 2019, submit the results of a review of student records, to ensure that notices sent to parents and students within five (5) days from the student's tenth consecutive absence contain all required elements, and that the district sends 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 encourage them to participate in those programs. Include the number of records reviewed; the number of records in compliance; and for any records not in compliance, determine the root cause and specific corrective actions taken to remedy the non-compliance.  \*Please note that 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 record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s). |
| **Progress Report Due Date(s):** 12/21/201803/01/2019 |

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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 the district does not ensure that individual teachers in the district 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. While the district developed a comprehensive curriculum review checklist, interviews of staff and administrators indicated that it has not been disseminated throughout the district and is not employed at the building or classroom level. |
| **Description of Corrective Action:** Curriculum Team Leaders have developed the following tools to ensure that all educational materials are reviewed for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation.- Evaluation of Novels/Texts Read During the School Year- Factors to Consider When Adopting Textbooks- Guidelines/Procedure for Textbook Selection- Standards for Evaluating Instructional Materials for Social |
| **Title/Role(s) of Responsible Persons:**Assistant Superintendent for Curriculum, Instruction & Assessment Curriculum Team Leaders | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**The District has developed a comprehensive curriculum review checklist that has been distributed to the Curriculum Team Leaders who will use the checklist regularly as a tool to review all educational materials for simplistic and demeaning generalizations, lack of intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. |
| **Description of Internal Monitoring Procedures:** An ongoing monitoring process, before the start of each school year, the Curriculum Team Leaders will review the checklist making changes as necessary. Any new curriculum materials that are added during the school year will be reviewed using the checklist as a tool to make certain it meets and addresses all categories. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 24 Curriculum review | **Corrective Action Plan Status:** Partially Approved **Status Date:** 11/21/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:** The district did not indicate how teachers will receive training on the curriculum review process to ensure that individual teachers in the district review all educational materials. |
| **Department Order of Corrective Action:**The district must provide training for all teachers on the requirement and the tools used to ensure that individual teachers in the district 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. |
| **Required Elements of Progress Report(s):** By December 21, 2018, provide a copy of the procedures and tools developed to ensure that individual teachers in the district review educational materials for consideration of simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. By March 1, 2019, submit evidence of training provided to all teachers to ensure they review all educational materials for consideration of simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Evidence of training should include training materials, meeting agendas and signed attendance sheets. |
| **Progress Report Due Date(s):** 12/21/201803/01/2019 |

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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 three Former English Learners' (FELs) composite ACCESS scores were at or below 2.1. English Learners (Els) at this proficiency level require appropriate support to participate meaningfully in all aspects of the school's general education program and, therefore, should not be considered for reclassification. Although the school's current reclassification policies are in compliance with 603 CMR 14.02, data indicates that reclassification policies are not being followed. |
| **Description of Corrective Action:** The school's current reclassification policies are in compliance with 603 CMR 14.02, data indicates that reclassification policies. Moving forward, the EL Director will ensure no EL student who does not meet reclassification criteria set by the MA DESE will be reclassified as FEL. The EL Director will review each student's composite and literacy score prior to reclassification. Only the EL Director will have access to reclassify students in the district's student information system, Aspen X2. |
| **Title/Role(s) of Responsible Persons:**EL Program Director | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**Email to EL department stating DESE's EL reclassification criteria, a copy of the state-aligned reclassification criteria paperwork filled out by ESL teachers and approved by the EL Director. |
| **Description of Internal Monitoring Procedures:** An ongoing monitoring process will include annually ACCESS for ELLs 2.0 score reviews completed by the EL Director and EL Coordinators for identified students who meet reclassification criteria. Only students who meet criteria will qualify for reclassification. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved **Status Date:** 11/21/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** Please submit the following by the progress report due date: 1- Rationale of reclassification decision for each student with a score below 4.2 (What was the data the team considered for each individual student?); 2- Progress reports and report cards for each identified student; 3- Evidence of monitoring students reclassified below 4.2 including a narrative by each of their core academic teachers with detailed information about these students' classroom performance; 4- A copy of the email to all EL department staff and school leaders stating DESE's EL reclassification criteria. |
| **Progress Report Due Date(s):** 12/21/2018 |

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| **Criterion & Topic:** ELE 17 Program Evaluation | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documents and staff interviews indicated that the district submitted an incomplete evaluation of its ELE program and did not convene the committee in the fall of the 2017-2018 school year to complete the process as planned. The Department concludes 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 first step in the program evaluation will be to establish a team. In order to properly evaluate the services and resources available to ELs and staff, there will be a wide and varied representation of many different points of view and levels of expertise and authority (EL Director, EL Coordinator, Building Principal, SEI Teacher, ESL Teacher, Data Specialist, guidance counselor, etc). In order for the team to have all of the information it needs, the Gathering Data section of the DESE provided "District ELE Program Evaluation" document will guide the team in determining what information/data should be considered. In the Analyzing the Data section the team will evaluate whether areas that were thought to be effective in fact are, or whether there are any areas of focus that were previously unrealized. An objective and thorough analysis of the data will provide the district with a realistic view of the areas of strength and challenge, ultimately providing the district with a plan and targets for ELE programming improvement. The Set the Target section will be used in order to set goals that will improve ELD instruction and services. There are three goals the team will consider: 1) the number and percent of students making progress in English proficiency as measured by the ACCESS for ELs 2.0 assessment, 2) the number and percent of students achieving fluency in English as measured by the ACCESS for ELLs 2.0, and 3) reducing the proficiency gap on the content assessments Massachusetts Comprehensive Assessment System (MCAS 2.0) between the district's EL student population and the general student population. The Action Steps section will be used to document the steps the district will take to improve instruction and services to ELs and meet the district's ELE goals. |
| **Title/Role(s) of Responsible Persons:**EL Director | **Expected Date of Completion:**06/15/2019 |
| **Evidence of Completion of the Corrective Action:**A completed DESE "District ELE Program Review" Evaluation document; including data gathering and analyzing, set targets, an action plan, and monitoring process established. |
| **Description of Internal Monitoring Procedures:** The completed plan will be considered a working document, with changes in data collection and analysis, action steps, and monitoring an ongoing project each school year. The steps to improve instruction will be reviewed by the team periodically and modified if it is determined that they are ineffective at progressing the district to our goal. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 11/21/2018 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By December 18, 2018, please provide the following information: 1) names and the assignments of the staff members who will be involved in the district's program evaluation;2) qualitative and quantitative data that will be analyzed; and3) meeting dates and agendas including a timeline for the process. By June 29, 2019, please complete a comprehensive program evaluation considering a variety of data to evaluate the effectiveness of the district's ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program. June 29, 2019, please provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation.By June 29, 2019, 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):** 12/21/201806/29/2019 |