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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: Hampden-Wilbraham

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 08/30/2018.

**Mandatory One-Year Compliance Date:** **08/30/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 14 | Review and revision of IEPs | Partially Implemented |
| SE 39 | Procedures used to provide services to eligible students enrolled in private schools at private expense | Partially Implemented |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10B | Bullying Intervention and Prevention | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 16 | Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 23 | Comparability of facilities | 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:**  SE 14 Review and revision of IEPs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review and interviews indicated that Team meetings are not consistently held on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. | | |
| **Description of Corrective Action:**  The District has determined that the root cause for not ensuring that a Team meeting is consistently held annually, on or before the anniversary date, may be attributed to the fact that annual reviews are scheduled by the Special Education Teachers who are managing this task in addition to their teaching responsibilities.  A Special Education Procedural Manual was developed and distributed to all staff this past spring to remind them of protocol and timelines. Educational Team Leaders will be more actively overseeing timeline compliance this upcoming year through the use of eSped reports which will be reviewed at our district Educational Team Leader meetings every other week. Additionally, on alternating weeks, the Director of Student Services will meet individually with each Educational Team Leader to review their caseloads and adherence to timelines. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Minutes of meetings for Educational Team Leaders  Schedules/Reports generated from eSped  Documentation of meetings with individual Team Leaders  Reports from eSped illustrating reviews occurring within timeframes | | |
| **Description of Internal Monitoring Procedures:**  The Director of Student Services will meet with the Educational Team Leaders every other week to review scheduling procedures and troubleshoot potential roadblocks to compliance. She will also meet individually with each Educational Team Leader on alternating weeks to discuss caseloads. The Director will choose 10 random cases monthly from the six schools to check on compliance and record these checks on a data sheet. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 14 Review and revision of IEPs | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 7, 2018, submit evidence (signed attendance sheet, agenda, training materials) that appropriate staff have been trained on the requirement that Team meetings are consistently held on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate.  By January 31, 2019, subsequent to training, submit the review of student records across all grades and schools to ensure Team meetings are consistently held on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Report the number of records reviewed, the number of records in compliance, and if noncompliance is identified, report the specific actions taken to correct each individual student record, identify and report the root cause(s) of the ongoing non-compliance and a plan to remedy it.  \*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):**  12/07/2018  01/31/2019 | | |

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

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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:**  Document review and interviews indicated that the district's procedures for the provision of services to eligible students enrolled in private schools at private expense do not include: 1) the child find process for students suspected of having a disability and how parents, teachers, and private school officials will be informed about the process; 2) how the consultation process will occur during the school year between the district, private school representatives, and parents, and; 3) how the district will notify private school officials, in writing, if the district does not agree with the view of the private school offices about the provision of services or specific types of services. | | |
| **Description of Corrective Action:**  The District's procedures for the provision of services to eligible students enrolled in private schools at private expense has been revised to include 1) the child find process for students suspected of having a disability and how parents, teachers and private school officials will be informed about the process; 2) how the consultation process will occur during the school year between the district, private school representatives, and parents, and 3) how the district will notify private school officials, in writing, if the district does not agree with the view of the private school offices about the provision of services or specific types of services. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  The revised policy will show that the cited issue has been rectified. | | |
| **Description of Internal Monitoring Procedures:**  The revised policy will be shared with the Educational Team Leaders and District Administrators. | | |
| 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:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 7, 2018, submit a copy of the district's revised procedures for the provision of services to eligible students enrolled in private schools at private expense that include: 1) the child find process for students suspected of having a disability and how parents, teachers, and private school officials will be informed about the process; 2) how the consultation process will occur during the school year between the district, private school representatives, and parents, and; 3) how the district will notify private school officials, in writing, if the district does not agree with the view of the private school offices about the provision of services or specific types of services. | | |
| **Progress Report Due Date(s):**  12/07/2018 | | |

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

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and observations indicated that, at Stony Hill Elementary School, occupational therapy and physical therapy services are provided on the stage, behind a curtain in the Cafetorium, and are not equal to the average standards of general education classrooms in the building.  At Wilbraham Middle School, a grades 6-8 special education resource room is located in conference room #4. As a result of the small size of this room, instructional groupings occurring concurrently with 6-8 students and two staff members create physical and auditory distractions which interfere with instruction. | | |
| **Description of Corrective Action:**  At Stony Hill, Occupational Therapy and Physical Therapy Services will no longer be provided on the stage in the Cafetorium. Classroom space has been allocated for the provision of these services so that students are receiving them in a space comparable to the standards of general education classrooms in the building.  At Wilbraham Middle School, all Special Education Teachers have their own classrooms so that services do not need to be delivered simultaneously in the same space. This provides students a physical environment free of unnecessary distractions that could potentially interfere with instruction. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Student Services | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Floor plan showing classroom assignments for special education teachers  Schedule of specially designed instruction that occurs outside of the general education classroom | | |
| **Description of Internal Monitoring Procedures:**  Observations will randomly occur throughout the school year to ensure that Special Education Teachers are delivering services in their assigned spaces. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Before the November 16, 2018, progress report due date the Department of Elementary and Secondary Education will conduct an on-site visit verifying the instructional spaces at Stony Hill Elementary School and Wilbraham Middle School have been rectified.  Before the November 16, 2018, progress report due date, submit a floor plan of Stony Hill Elementary School, indicating where the occupational therapy and physical therapy services are provided. Also, submit a floor plan of Wilbraham Middle School, demonstrating the grades 6-8 special education resource room has been relocated within the school building creating an instructional space free from physical and auditory distractions which interfere with instruction. | | |
| **Progress Report Due Date(s):**  11/16/2018 | | |

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

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| **Criterion & Topic:**  CR 10A Student handbooks and codes of conduct | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the district's Handbook for Students and Families does not contain all required elements of student discipline procedures (see CR 10C). Also, the Handbook for Students and Families does not include disciplinary measures that the district may impose if it determines that harassment or discrimination has occurred. | | |
| **Description of Corrective Action:**  Due process and procedural safeguards were included in the handbook approved in August of 2018. Consequences for harassment will be included in the handbook review committee in the Spring of 2019 for School Committee approval. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Secondary Curriculum and Instruction | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Updated approved 2019-20 Handbook for Students and Families | | |
| **Description of Internal Monitoring Procedures:**  Handbook Review Committee | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district stated that disciplinary measures for harassment or discrimination will be developed in the spring of 2019 and added to the Handbook for Students and Families for the 2019-2020 school year. These measures must be developed for the current school year.  The district did add required elements of student discipline procedures (see CR 10C) to the 2018-2019 Handbook for Students and Families. | | |
| **Department Order of Corrective Action:**  The district will develop disciplinary measures that may impose if it is determined that harassment or discrimination has occurred for the 2018-2019 school year. | | |
| **Required Elements of Progress Report(s):**  By December 7, 2018, submit disciplinary measures that the district may impose if it determines that harassment or discrimination has occurred.  By January 31, 2019, submit evidence (signed attendance sheet, agenda, training materials) that appropriate staff have been trained on the disciplinary measures that the district may impose if it determines that harassment or discrimination has occurred. | | |
| **Progress Report Due Date(s):**  12/07/2018  01/31/2019 | | |

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

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| **Criterion & Topic:**  CR 10B Bullying Intervention and Prevention | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district has not updated the Bullying Prevention and Intervention Plan on the district's website to conform with amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013, to extend protections to students who are bullied by a member of the school staff and to make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report. | | |
| **Description of Corrective Action:**  The Bullying Prevention and Intervention Plan was updated in March of 2018 which includes the most recently amended definitions. Bullying Prevention Plan has also been updated on the district website and the individual websites for each school. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Secondary Curriculum and Instruction | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Completed plan  Update website | | |
| **Description of Internal Monitoring Procedures:**  District Safety and Climate Teams meet monthly to discuss Bullying Prevention and Intervention Plan | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10B Bullying Intervention and Prevention | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district did amend the Bullying Prevention and Intervention Plan on the district's website to conform with amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013, to extend protections to students who are bullied by a member of the school staff. Although, on page 15 under the definition of 'Aggressor' a member of the school staff is not named. | | |
| **Department Order of Corrective Action:**  The district will amend the Bullying Prevention and Intervention Plan to include both staff and students as being defined as an aggressor. | | |
| **Required Elements of Progress Report(s):**  By December 7, 2018, provide evidence (link to district's website) that the Bullying Prevention and Intervention Plan has been amended to include both staff and students as being defined as an aggressor. | | |
| **Progress Report Due Date(s):**  12/07/2018 | | |

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

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| **Criterion & Topic:**  CR 10C Student Discipline | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review indicated that the district's student discipline policy does not contain procedures for in-house suspension. Furthermore, the district has not developed a notice of suspension and hearing. | | |
| **Description of Corrective Action:**  The district will update the handbook for the upcoming school year to include more clearly defined procedures for utilization of internal suspension. There is currently a letter and process for suspension and hearing but this will be more clearly defined for the upcoming school year in the policy handbook. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Secondary Curriculum and Instruction | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  2019-20 Handbook for Students and Families | | |
| **Description of Internal Monitoring Procedures:**  Handbook review committee will approve recommended changes to the handbook | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 10/04/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district's discipline policy has been updated to include procedures for in-house suspension and notice of suspension and hearing that contains all required elements. The updated discipline policy can be found within the 2018-2019 Handbook for Students and Families found on the district's website. | | |
| **Department Order of Corrective Action:**  The district will provide a copy of the revised notice of suspension and hearing that contains all required elements. | | |
| **Required Elements of Progress Report(s):**  By December 7, 2018, provide a copy of the revised notice of suspension and hearing that contains all required elements. | | |
| **Progress Report Due Date(s):**  12/07/2018 | | |

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

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| **Criterion & Topic:**  CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and interviews indicated that the notice sent to students 16 or over and their parent/guardian within five days of a student's tenth consecutive unexcused absence does not:  1) reference that the student has been absent for at least 10 consecutive school days; 2) 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, and; 3) offer an extension of up to 14 days for the date and time of the exit interview at the request of the parent. | | |
| **Description of Corrective Action:**  The letter has been updated to include: 1) reference that the student has been absent for at least 10 consecutive school days; 2) 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, and; 3) offer an extension of up to 14 days for the date and time of the exit interview at the request of the parent. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Secondary Curriculum and Instruction | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Updated letter | | |
| **Description of Internal Monitoring Procedures:**  Samples of letters sent to parents | | |
| 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:** 10/15/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By December 7, 2018, submit the district's revised notice sent to students 16 or over and their parent/guardian within five days of a student's tenth consecutive unexcused absence that includes: 1) reference that the student has been absent for at least 10 consecutive school days; 2) 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, and; 3) offer an extension of up to 14 days for the date and time of the exit interview at the request of the parent.  By January 31, 2019, submit a list of any students with 10 or more consecutive unexcused absences since the start of the 2018-2019 school year. Also, submit a copy of the letter sent to the parent and student within five days of a student's tenth consecutive unexcused absence. | | |
| **Progress Report Due Date(s):**  12/07/2018  01/31/2019 | | |

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

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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:**  Document review and interviews indicated that the district has updated the restraint prevention and behavior support policy to include all required content consistent with regulatory requirements that went into effect January 1, 2016. However, it has not developed procedures for the implementation of this policy to include: 1) methods for preventing student violence, self-injurious behavior and suicide; and 2) methods for engaging parents and youth in discussions about restraint prevention and use. | | |
| **Description of Corrective Action:**  The current Physical Restraint policy will be updated to include: 1) methods for preventing student violence, self-injurious behavior and suicide; and 2) methods for engaging parents and youth in discussions about restraint prevention and use. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Secondary Curriculum and Instruction | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Update policy to be submitted for School Committee review in the Spring of 2019 | | |
| **Description of Internal Monitoring Procedures:**  Review of policy by CPI instructors to include above cited updates.  Director will ensure that proper procedures are adhered to prior to formal handbook approval | | |
| 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:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The district stated the restraint prevention and behavior support policy will be updated in the spring of 2019 to include 1) methods for preventing student violence, self-injurious behavior and suicide; and 2) methods for engaging parents and youth in discussions about restraint prevention and use.  The Department has requested that district procedures for the implementation of the policy be developed. | | |
| **Department Order of Corrective Action:**  The district will revise the restraint prevention and behavior support procedures to include 1) methods for preventing student violence, self-injurious behavior and suicide; and 2) methods for engaging parents and youth in discussions about restraint prevention and use. The procedures and staff training will take place in the fall of and winter of the 2018-2019 school year. | | |
| **Required Elements of Progress Report(s):**  By December 7, 2018, submit the restraint prevention and behavior support procedures that include: 1) methods for preventing student violence, self-injurious behavior and suicide; and 2) methods for engaging parents and youth in discussions about restraint prevention and use.  By January 31, 2018, submit evidence (staff attendance sheet with signature, training materials, agenda) to document that all staff have been trained the district's restraint prevention and behavior support procedures. | | |
| **Progress Report Due Date(s):**  12/07/2018  01/31/2019 | | |

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

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| **Criterion & Topic:**  CR 23 Comparability of facilities | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Interviews and observations indicated that, at Stony Hill Elementary School, English learner classes are provided on the stage, behind a curtain in the Cafetorium, and are not equal to the average standards of general education classrooms in the building. | | |
| **Description of Corrective Action:**  English Learner classes are not longer being provided on the stage in the Cafetorium. Students now receive services in a classroom setting comparable to the standards of general education classrooms in the building. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Secondary Curriculum and Instruction | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Observation of English Learner services being provided in the classroom setting | | |
| **Description of Internal Monitoring Procedures:**  Building Principal and EL Coordinator will conduct random observations of service delivery locations | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 23 Comparability of facilities | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Before the November 16, 2018, progress report due date, the Department of Elementary and Secondary Education will conduct an on-site visit verifying the instructional spaces at Stony Hill Elementary School.  Before the November 16, 2018, progress report due date, submit a floor plan of Stony Hill Elementary School, indicating the location of the English learner classes. | | |
| **Progress Report Due Date(s):**  11/16/2018 | | |

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

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| **Criterion & Topic:**  ELE 14 Licensure Requirements | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews and the relevant SEI endorsement data indicated that 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:**  The district is providing a full SEI endorsement course run by MATSOL at no cost to district staff beginning in October of 2018. Staff have been identified and contacted about their need to participate in an endorsement course to meet the endorsement requirement. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Elementary Curriculum and Instruction | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Course completion evidence by January of 2019 | | |
| **Description of Internal Monitoring Procedures:**  Directors and Principals will encourage staff to participate in the SEI endorsement course to ensure completion | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By January 31, 2018, 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):**  01/31/2019 | | |

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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:**  Program evaluation documents submitted by the district are limited to the previous coordinated program review (CPR) ratings and survey results. 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 district will create a review team to evaluation the effectiveness of its ELE programming to assess the effectiveness in developing students' English language skills and in increasing their ability to participate meaningfully in the district's educational program. On-going evaluation will occur throughout the year culminating in an assessment report by the end of May 2019. | | |
| **Title/Role(s) of Responsible Persons:**  Director of Elementary Curriculum and Instruction | | **Expected Date of Completion:**  08/30/2019 |
| **Evidence of Completion of the Corrective Action:**  Completed Assessment Report | | |
| **Description of Internal Monitoring Procedures:**  On-going observations and implementation of student specific plans based on constructive feedback and assessments | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 10/17/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By 11/16/2018, the district will submit its progress on the program evaluation such as team members, schedule of upcoming meetings, etc.  By 6/30/2019, the district will submit its complete program evaluation including steps for improvement of the program and steps to monitor the effectiveness of those steps in the future. | | |
| **Progress Report Due Date(s):**  11/16/2018  06/30/2019 | | |