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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: Springfield Preparatory Charter School (District)

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 01/19/2018.

**Mandatory One-Year Compliance Date:** **01/19/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| ELE 3 | Initial Identification of ELs and FELs | Partially Implemented |
| ELE 5 | Program Placement and Structure | Partially Implemented |
| ELE 10 | Parental Notification | Partially Implemented |
| ELE 14 | Licensure Requirements | Partially Implemented |
| ELE 18 | Records of ELs | Partially Implemented |

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

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| **Criterion & Topic:**  ELE 3 Initial Identification of ELs and FELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Document review and staff interviews indicated that the charter school uses a Home Language Survey (HLS) with questions that are not consistent with those required by ESE guidance. Additionally, the HLS is not available in all languages spoken by students at home. The charter school's current initial identification practices are not in compliance with 603 CMR 14.02(1) that requires districts/charter schools to establish procedures in accordance with the Department guidelines. | | |
| **Description of Corrective Action:**  For the 2018-19 school year, Springfield Prep will update its Home Language Survey (HLS) to be based on the model provided by the Department of Elementary & Secondary Education (DESE). The school will provide the HLS to families in the languages spoken by the students at home by using the translated version of the HLS already provided by DESE. | | |
| **Title/Role(s) of Responsible Persons:**  Meghan Wagner, Director of Finance & Operations (DFO) | | **Expected Date of Completion:**  02/28/2018 |
| **Evidence of Completion of the Corrective Action:**  The DESE model HLS will be included in the 2018-19 Enrollment Packet provided to families of all new students and the school will offer and collect Home Language Surveys from families in the language they speak at home, as evidenced by the collection of Home Language Surveys in a range of languages in student files. | | |
| **Description of Internal Monitoring Procedures:**  The DFO will ensure that the identification of English Learners is in compliance with 603 CMR 14.02(1) by (1) using the DESE model HLS in the 2018-19 Enrollment Packet and by (2) identifying families who speak languages other than English during the enrollment process and providing them with a HLS in their language. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 3 Initial Identification of ELs and FELs | **Corrective Action Plan Status:** Approved  **Status Date:** 02/01/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 6, 2018, please submit Home Language Surveys completed by parents during 2018-19 registration. | | |
| **Progress Report Due Date(s):**  09/06/2018 | | |

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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:**  Document review and staff interviews indicated that even though all classes focus on language development, the charter school does not have an ESL curriculum and the ESL teacher uses reading and literacy programs to provide ESL instruction to English learners (ELs). Reading and literacy programs help students improve their reading skills and can be used as resources; however, these programs cannot replace the ESL curriculum districts/charter schools are expected to develop in order to implement with fidelity the educational approach the charter school adopted for their ELE program and described in the Castañeda's Three-Pronged Test. | | |
| **Description of Corrective Action:**  The School will identify and implement an ESL curriculum for the 2018-19 school year to ensure that the School's ELE program meets the Castañeda Three-Pronged Test. | | |
| **Title/Role(s) of Responsible Persons:**  Wendy Soref, Director of Curriculum & Instruction (DCI) | | **Expected Date of Completion:**  09/01/2018 |
| **Evidence of Completion of the Corrective Action:**  ESL instruction during the 2018-19 school year will use an ESL curriculum, as evidenced by curriculum materials and classroom instruction. | | |
| **Description of Internal Monitoring Procedures:**  Prior to the start of the 2018-19 school year, the DCI will (1) research existing ESL curricula, (2) select an effective ESL curriculum, and (3) lead the implementation of this curriculum in the 2018-19 school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 5 Program Placement and Structure | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 02/01/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  Although purchased materials can be used as resources, they cannot replace the curriculum districts are expected to develop. The district's ESL curriculum should reflect the content to be taught and address the instructional needs of the EL population at all levels. Therefore, the district should provide the Department with information about the process of developing ESL/ELD curriculum as well as the timeline for implementation. | | |
| **Department Order of Corrective Action:**  Please see above. | | |
| **Required Elements of Progress Report(s):**  By March 17, 2018:  1- Please provide the Department with information about the process of developing ESL/ELD curriculum as well as the timeline that shows executive milestones of the project, estimated completion and implementation timeframe.  2- Please provide information regarding the roles and responsibilities of the staff who are assigned to the ESL curriculum project and their qualifications. | | |
| **Progress Report Due Date(s):**  03/17/2018  06/14/2018 | | |

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

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| **Criterion & Topic:**  ELE 10 Parental Notification | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review and document review indicated that the initial parent notification letter and progress reports are sent to the parents or legal guardians of students in the ELE program in English and Spanish; however, translations are not available in lower incidence languages represented by some students' families. | | |
| **Description of Corrective Action:**  For the 2018-19 school year, Springfield Prep will update its initial parent notification letter ("Notification Letter") to be based on the model provided by the Department of Elementary & Secondary Education (DESE) and will use the DESE-provided translations to provide these letters to families in lower incidence languages. The School will also translate its English Learner Progress Reports to lower incidence languages represented by some students' families. | | |
| **Title/Role(s) of Responsible Persons:**  Wendy Soref, Director of Curriculum & Instruction (DCI) | | **Expected Date of Completion:**  10/31/2018 |
| **Evidence of Completion of the Corrective Action:**  All initial Notification Letters and English Learner Progress Reports sent out during the 2018-19 school year will be provided to families in the language spoken at home. | | |
| **Description of Internal Monitoring Procedures:**  By the start of the 2018-19 school year, the School will update its template format for initial Notification Letters and English Learner Progress Reports and will prepare templates that include lower incidence languages represented by some students' families. During the year, when English Language Progress Reports are distributed, the DCI will check each report to ensure that it is sent out in the family's home language. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 10 Parental Notification | **Corrective Action Plan Status:** Approved  **Status Date:** 02/01/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 6, 2018, please submit the following:  1-The district's written key procedures and processes to follow in securing a translator or an interpreter;  2- Processes the school district uses to identify limited English proficient parents;  3- A description of steps the school district takes to provide effective language assistance to parents whose preferred language is not English'  4- Evidence of translated documents for SY 2017-18. | | |
| **Progress Report Due Date(s):**  09/06/2018 | | |

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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 supervisors 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 School will work with existing teachers to ensure that all have the required SEI Teacher Endorsement. All supervisors of core academic teachers will acquire the required SEI Administrator Endorsement. | | |
| **Title/Role(s) of Responsible Persons:**  Bill Spirer, Head of School | | **Expected Date of Completion:**  09/01/2018 |
| **Evidence of Completion of the Corrective Action:**  By the beginning of the 2018-19 school year, all core academic teachers will have earned their SEI Teacher Endorsement and all supervisors of core academic teachers will have earned the required SEI Administrator Endorsement. | | |
| **Description of Internal Monitoring Procedures:**  The Head of School will assess teacher and administrator progress towards this goal during the spring of 2018 and will create an action plan with individual teachers and administrators who have not earned the required licensure to ensure that they do so prior to the start of the 2018-19 school year. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 14 Licensure Requirements | **Corrective Action Plan Status:** Approved  **Status Date:** 02/01/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 17, 2018:  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. | | |
| **Progress Report Due Date(s):**  03/17/2018 | | |

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| **Criterion & Topic:**  ELE 18 Records of ELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Student record review indicated that the charter school does not consistently keep all the required documentation in students' EL records. | | |
| **Description of Corrective Action:**  The School will complete Formerly English Learner (FEL) monitoring forms twice a year and English Learner opt-out monitoring forms twice a year, in January and May. These forms will be added to English Learner student files. | | |
| **Title/Role(s) of Responsible Persons:**  Wendy Soref, Director of Curriculum & Instruction (DCI) | | **Expected Date of Completion:**  06/29/2018 |
| **Evidence of Completion of the Corrective Action:**  All English Learner student files will contain Formerly English Learner (FEL) monitoring forms twice a year and English Learner opt-out monitoring forms, conducted twice annually. | | |
| **Description of Internal Monitoring Procedures:**  The DCI will (1) prepare monitoring forms for Formerly English Learners (FEL) and those who have opted out of the English Learner program and will (2) maintain these forms in English Learner student files. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 18 Records of ELs | **Corrective Action Plan Status:** Approved  **Status Date:** 02/01/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By September 6, 2018:  1- Please provide information regarding the training opportunities provided to the staff involved in record keeping process to keep them informed about the revised policy and procedures. Please include meeting dates, minutes and sign-in sheets.  2- Conduct an internal audit of EL records using the ELE Folder Checklist available on ESE website and submit a narrative with findings of the audit and corrective actions if there are any. | | |
| **Progress Report Due Date(s):**  09/06/2018 | | |