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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: Martha's Vineyard Charter (District)

CPR Onsite Year: 2016-2017

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 02/01/2017.

**Mandatory One-Year Compliance Date:** **02/01/2018**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
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| SE 9 | Timeline for determination of eligibility and provision of documentation to parent | Partially Implemented |
| CR 10A | Student handbooks and codes of conduct | Partially Implemented |
| CR 10C | Student Discipline | Partially Implemented |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program | Partially Implemented |
| CR 25 | Institutional self-evaluation | Not Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |

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| **Criterion & Topic:** SE 9 Timeline for determination of eligibility and provision of documentation to parent | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of student records and interviews indicate that within 45 school working days of receipt of the parent's written consent to an initial evaluation or re-evaluation, the charter school does not consistently determine whether the student is eligible for special education and provide the parent with either a proposed IEP and placement or a written explanation of the finding of no eligibility. |
| **Description of Corrective Action:** The Director and Consultant have developed a tracking system for special education mandated timelines, including date of referral/consent for evaluation (initial and reevaluation), 30 school days to completion of evaluation, 45 days to providing parent with proposed IEP and placement or written explanation of finding of no eligibility, including meeting date. This document, housed in Google Sheets along with roster of all students with columns that identify IEP dates, dates of IEP reviews and dates that reevaluation process needs to be complete. This document will be monitored at weekly departmental meetings to forward plan for the purpose of assuring compliance. This document is now the sole data source for assuring compliance and is available "live" to all special education staff including Team Chairpersons. Training in the use of this Google Sheets document will occur at the first weekly meeting upon approval of this CAP. |
| **Title/Role(s) of Responsible Persons:**Director of Student Services | **Expected Date of Completion:**11/15/2017 |
| **Evidence of Completion of the Corrective Action:**We are allowing 6 months of monitoring to assure 100% compliance with timelines using this set of documents. Compliance will be monitored by the Director of Student Services and Consultant on a monthly basis until 11/15/2017 and quarterly beyond 11/15/2017 if 100% compliance is met by our "expected date of completion". |
| **Description of Internal Monitoring Procedures:** Compliance will be monitored by the Director of Student Services and Consultant on a monthly basis until 11/15/2017 and quarterly beyond 11/15/2017 if 100% compliance is met by our "expected date of completion". Within the same Google Sheets document, a page will be devoted to monitoring outcomes for the monthly (and, beyond 11/15/2017, quarterly). This sheet will provide the dates of monitoring activities, number of records that were found to not be within compliance timelines, and percent of records that were in compliance, assuring the target goal of 100% compliance. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 9 Timeline for determination of eligibility and provision of documentation to parent | **Corrective Action Plan Status:** Partially Approved **Status Date:** 03/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school submitted a proposal for tracking mandated timeline for determining eligibility and providing a proposed IEP, or providing a written explanation of finding no eligibility within 45 school days of receipt of parent consent for initials and re-evaluations. However, the charter school must also provide staff training on complying with the timeline requirement. |
| **Department Order of Corrective Action:**The charter school must provide staff training on complying with the requirement to determine eligibility and provide a proposed IEP, or provide a written explanation of finding no eligibility within 45 school days of receipt of parent consent for initials and re-evaluations. |
| **Required Elements of Progress Report(s):** By May 26, 2017, the charter school must provide evidence (agenda, sign in sheet, training materials) of staff training. By October 27, 2017, the charter school will conduct a review of 10-15 student records to ensure compliance with timeline requirement and provide the results of the review. The records selected will be records with the last activity being an initial or re-evaluation. \*Please note that when monitoring, the school must maintain the following documentation and make it available to the Department upon request: a)list of student names and grade levels for record review; b) date of review; c) name, role and signature of person(s) who conducted the review. |
| **Progress Report Due Date(s):** 05/26/201710/27/2017 |

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| **Criterion & Topic:** CR 10A Student handbooks and codes of conduct | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documentation indicates that the anti-discrimination statement, as contained in the student handbook, does not address gender identity as a protected category. |
| **Description of Corrective Action:** The school will include gender equity as a protected category in the Code of Conduct, Family Handbook (Student Handbook), and Teacher Handbook as well as any other documents that have protected categories. Training for all faculty members will occur during faculty meetings prior to the opening of school in September, 2017. |
| **Title/Role(s) of Responsible Persons:**Director of Charter School | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**Inclusion of gender equity as a protected category in all identified documents by September 30, 2017. The documents will replace any prior documents and will be available publicly by all means including school website and distributed materials. Evidence of faculty training will be documented through summaries of meetings and attendance roster for said meetings. |
| **Description of Internal Monitoring Procedures:** Director will track the action plan as described above and provide additional training as the needs are evidenced by the monitoring. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10A Student handbooks and codes of conduct | **Corrective Action Plan Status:** Approved **Status Date:** 03/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By May 26, 2017, the charter school will submit to the Department a copy of or link to the Student Handbook that includes in its non-discrimination statement gender identity as a protected category. |
| **Progress Report Due Date(s):** 05/26/2017 |

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| **Criterion & Topic:** CR 10C Student Discipline | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documentation indicates that the charter school does not have policies and procedures that address: 1) the notice of suspension and hearing; 2) procedures for emergency removal; 3) procedures for principal hearings for both short and long term suspension; 4) procedures for in-school suspension; 5) procedures for superintendent hearings; 6) procedures for education services and academic progress (School-wide Education Service Plan); 7) a system for periodic review of discipline data by special populations; and 8) alternatives to suspension. |
| **Description of Corrective Action:** The Corrective Action Plan will add the following information: Notice of Suspension and Hearing, Procedures for Emergency Removal, Procedures for Principal Hearings for Both Short and Long Term Suspensions, Procedures for In-school Suspension, Procedure for Superintendent/Charter School Director hearings, Procedures for Education Services and Academic Progress, a system of periodic review of discipline data like special populations, and Alternatives to Suspension. |
| **Title/Role(s) of Responsible Persons:**Director of Charter School | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**The described documents above will be included in the school's Code of Conduct, Family Handbook (Student Handbook) and Teacher Handbook by August 30, 2017 for the 2017-2018 school year. Staff training will be completed by the start of the 2017-2018 school year. Staff summaries and attendance sheets will document training. |
| **Description of Internal Monitoring Procedures:** The Director will track the inclusion of these procedures in the documents identified under "Description". |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 10C Student Discipline | **Corrective Action Plan Status:** Approved **Status Date:** 03/31/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By October 27, 2017, submit to the Department a link(s) to the policy and procedures to address: 1) the notice of suspension and hearing; 2) procedures for emergency removal; 3) procedures for principal hearings for both short and long term suspension; 4) procedures for in-school suspension; 5) procedures for superintendent hearings; 6) procedures for education services and academic progress (School-wide Education Service Plan); 7) a system for periodic review of discipline data by special populations; and 8) alternatives to suspension. By October 27, 2017, provide to the Department evidence of training on updated disciplinary procedures, including training agenda, sign-in sheet, and sample training materials. |
| **Progress Report Due Date(s):** 10/27/2017 |

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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:** A review of documentation indicates that the charter school's physical restraint prevention and behavior support policy and procedures do not include the following information consistent with 603 CMR 46.00: 1) methods for preventing student violence, self-injurious behavior, and suicide; 2) methods for engaging parents and youth in discussions about restraint prevention and use; 3) a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations; 4) a statement prohibiting medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of restraint inconsistent with 603 CMR 46.00; 5) a procedure for receiving and investigating complaints; 6) a description of the program's training requirements, reporting requirements, and follow-up procedures; 7) a procedure for conducting periodic review of data and documentation on the use of physical restraint as described in 603 CMR 46.06(5) and (6); 8) a procedure for implementing the reporting requirements as described in 603 CMR 46.06; 9) a procedure for making reasonable efforts to orally notify a parent of the use of restraint on a student within 24 hours of the restraint; and 10) a procedure for the use of time-out. |
| **Description of Corrective Action:** Corrective action plan added methods for preventing student violence, self-injurious behavior, and suicide, methods for engaging parents and youth in discussions about restraint prevention and use, a description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations a statement prohibiting medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.00, a procedure for receiving and investigating complaints, a description of the program's training requirements, reporting requirements, and follow up procedures, a procedure for conducting periodic review of data and documentation on the use of physical restraint as described in 603 CMR 46.06 (5) and (6), a procedure for implementing the reporting requirements as described in 603 CMR 46.06, a procedure for making reasonable efforts to orally notify a parent of the use of restraint on a student within 24 hours of the restraint, and a procedure for the use of timeout. |
| **Title/Role(s) of Responsible Persons:**Director of Charter School | **Expected Date of Completion:**08/30/2017 |
| **Evidence of Completion of the Corrective Action:**Documents of physical restraint policy will be incorporated into the Family Handbook (Student Handbook), Teacher Handbook , Code of Conduct, and the Policies page of the school website |
| **Description of Internal Monitoring Procedures:** The Director will monitor the above policies and timelines as stated above to assure 100% compliance |
| 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:** 03/24/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:** The charter school proposes to update the charter school physical restraint prevention and behavior support policy and procedures to include topics 1) - 10) from the above finding. However, the charter school did not propose training to the staff on the updated version of the physical restraint prevention and behavior support policy. |
| **Department Order of Corrective Action:**The district must provide training to staff on the updated restraint policy. |
| **Required Elements of Progress Report(s):** By October 27, 2017, submit to the Department a link(s) to the updated version of the charter school physical restraint prevention and behavior support policy and procedures to include the above topics 1) - 10) in the finding. By October 27, 2017, submit evidence of staff training (agenda, sign-in sheet, training material) of the updated policy and procedures. |
| **Progress Report Due Date(s):** 10/27/2017 |

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| **Criterion & Topic:** CR 25 Institutional self-evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of documentation indicates that the charter school does not evaluate all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Description of Corrective Action:** Twice annually, the Administrative Team evaluates all aspects of its K-12 programs to ensure that all students regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. |
| **Title/Role(s) of Responsible Persons:**Director of Charter School | **Expected Date of Completion:**08/30/2017 |
| **Evidence of Completion of the Corrective Action:**Summaries of Administrative Team activities and assessment of this criterion will be compiled. in addition, results of the Annual Family Survey will have a question addressing this item to measure parent perception of the school's effectiveness in regards to equal access to all programs, including athletics and extracurricular activities. |
| **Description of Internal Monitoring Procedures:** The summaries of administrative assessments and Parent Survey results will be the data points that will be used to monitor and evaluate effectiveness of efforts to assure complete student access to all programs. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 03/24/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By May 26, 2017, submit to the Department examples of any instruments such as surveys and data that will be used for the purposes of a civil rights institutional self-evaluation. By October 27, 2017, submit to the Department the results of the charter school's institutional self-evaluation. |
| **Progress Report Due Date(s):** 05/26/201710/27/2017 |

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| **Criterion & Topic:** ELE 6 Program Exit and Readiness | **CPR Rating:** Partially Implemented |
| **Department CPR Findings:** A review of documentation and interviews indicate that exit criteria and the policy for English learners (ELs) are not consistent. Some students may be exited from the program if the team of professionals determines that a student will no longer benefit from ESL instruction and/or that the reason they haven't met the criteria is due to issues unrelated to second language acquisition. Current practice of reclassification of ELs as Former English Learners (FELs) in Martha's Vineyard Public Charter School is not in compliance with 603 CMR 14.02(1) that requires districts to establish reclassification procedures in accordance with the Department guidelines. Please see the "Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners" as found at http://www.doe.mass.edu/ell/Guidance.pdf. |
| **Description of Corrective Action:** A review of program exit readiness was compiled by the ELL Coordinator and reviewed by the school Director/Assistant Director. |
| **Title/Role(s) of Responsible Persons:**ELL Coordinator/teacher | **Expected Date of Completion:**03/08/2017 |
| **Evidence of Completion of the Corrective Action:**MVPCS ELL Exit/Reclassification CriteriaIn accordance with the authority of: Title VI; EEOA; G.L. c. 71A, §; 603 CMR 14.02, MVPCS adheres to the following guidelines for exit of students from the ELL Program; with progress to be monitored for four years following exit.Annual assessment of English Proficiency levels in the domains of listening, speaking, reading, and writing will be measured by ACCESS. Students performing at Level 5 in all language domains as measured by ACCESS for ELL's® may have acquired enough English language skills to be considered English proficient. These students who demonstrate the ability to perform ordinary classwork in English as indicated by one or more measures listed on Other Relevant Data (described below) should no longer be classified as ELs.In cases where students have achieved Level 5.5 in all domains then other relevant data will be considered in making an informed decision regarding an ELL's ability to perform without additional ELL supports. The school-based team (ELL Coordinator/teacher, student's advisor, content teachers, Director or Assistant Director, SPED staff, (when applicable) and Guidance team (when applicable) will consider and evaluate a range of data from the following sources to determine exiting an ELL who has achieved a Level 5 status in all domains:{ The student's scores on locally-administered reading and other academic assessments, such as GRADE, DRA, WIDA MODEL writing prompt and or other District Determined Measures (DDM's){ The student's scores on locally administered diagnostic language assessments{ The student's academic grades { The written observations and recommendations documented by the student’s classroom teachers. { The WIDA Performance Definitions, which describe the criteria used to define performance at each WIDA proficiency level, and CAN-DO Descriptors (which provide examples of realistic expectations of ELs for each of the four language domains and five levels of English language proficiency.{ The student's performance on MCAS/PARCC content area tests.Students reaching a level 5.5 or greater in both reading and writing and Level 6.0 in both speaking and listening will no longer be classified as ELL.The exception to this will be for the 2016-2017 school year only in which MVPCS may consider reclassifying students who achieve ACCESS scores of:{ 4.0 or higher in the domains of Writing and Speaking, and { 5.0 or higher in Listening and ReadingAs well as consideration of the same above factors that informs a comprehensive decision regarding exit of any ELL student. All exited ELL's will be monitored for a period of four years following their exit date; and at any time, should progress be deemed lagging the team will reconvene to assess whether return to ELL services is warranted.February 6, 2017 |
| **Description of Internal Monitoring Procedures:** Director and or assistant Director of MVPCS as well as ELL team members will review documents/student documentation for exit readiness prior to exit from ELL and re-designation in SIMS. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved **Status Date:** 03/10/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By May 26, 2017, submit information regarding the training opportunities provided to the staff involved in the reclassification process to keep them informed about the revised policy and procedures. Please include materials presented, meeting dates, minutes and sign-in sheets. |
| **Progress Report Due Date(s):** 05/26/201706/30/2017 |

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| **Criterion & Topic:** ELE 17 Program Evaluation | **CPR Rating:** Not Implemented |
| **Department CPR Findings:** A review of documentation indicates that the charter school 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 school's educational program. The program evaluation submitted by the charter school was incomplete. No data was provided to analyze strengths and challenges of the ELE program, to set improvement goals or create action steps. |
| **Description of Corrective Action:** A review of the ELL program was compiled by the ELL Coordinator and teacher and presented to the Director of MVPCS and to Sibel Hughes for review and approval. Effectiveness of program will be evaluated and discussed with MVPCS Director and ELL Team to assess student progress following the release of ACCESS/MCAS/PARCC scores in May and September 2017 respectively. Included in this effort will be bi-annual progress reports and mid-semester monitoring reports. Results of annual parent survey (mailed in June) will also figure into evaluation/discussion of program effectiveness. |
| **Title/Role(s) of Responsible Persons:**ELL Coordinator/teacher | **Expected Date of Completion:**09/30/2017 |
| **Evidence of Completion of the Corrective Action:**ELL Program Evaluation for CPR (response and action plan) The Martha's Vineyard Public Charter School will include, but not limit itself to, the following with regard to self-evaluation in adequacy of its ELL/ESL program and development of instruction providing rapid acquisition of English at all proficiency levels for ELL students. Castañeda's three-pronged test to evaluate program adequacy will be the measure to ensure that the district is doing all possible to ensure: ?(1) is the program based on sound educational theory recognized by experts in the field or considered by experts as a legitimate experimental strategy; (2) are the programs and practices , including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? MVPCS will continue to pursue professional development training opportunities in SEI instructional practice for all teachers. The district will ensure that any instructional and support staff currently not having the SEI Endorsement be apprised of opportunities to obtain SEI endorsement. The district will ensure that appropriate ELL curriculum materials and resources promoting equal access are available to both teachers and students. The school's team to implement and oversee the equity and pursuit of equal access of ELL students to all programs, academic and otherwise, (in terms of services and resources available to EL's) is comprised of the school's ELL/ESL Coordinator/teacher, the Director/Assistant Director, SPED team staff member/members, school guidance team, parents/guardians, students' advisors and core content teachers. This team shall gather and evaluate student’s individual data for consideration in making informed decisions regarding student placement, progress, and evaluate/monitor effectiveness of program components. Objective and thorough analysis of data provides the district with a realistic vision of the areas of strength for improvement, change, and or continued effectiveness in our ELL/ESL program and its elements in an ongoing evaluation. Three goals will be considered in this ongoing process. (1) The number and percent of students making progress in English Proficiency as measured by ACCESS; (2) The number and percent of ELL's achieving fluency in English as measured by the ACCESS assessment and; (3) Reducing the proficiency gap on the content assessments (MCAS/PARCC) between the districts ELL subgroup and the general student population.To assist in determining whether adequate progress is routinely made are the following three questions acting as evaluation guides:(1) Is the program based on sound educational theory recognized by experts in the field or considered by experts as a legitimate experimental strategy?(2) Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?(3) Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?\*Examples of this are: annual parent survey (sent home in parent's dominant language) translation as needed of any document pertaining to access of school activities; both during and after school. Interpreter is available on an as-needed basis and can/will be contacted and available within minutes. PEP conferences (with student/parent/advisor) are scheduled a minimum of three times per school year and can be held at the request of a parent/guardian at any time throughout the year should concern or question arise. Additionally, the ELL Coordinator is available to always available to families and checks in with parents of ELL students informally on a regular basis with families that are in the schools often. Availability is made clear to families with initial meeting of family.These three goals can be measured by an objective assessment /(ACCESS/MCAS/PARCC) and following analysis of data, targets will be set to define action steps taken to document the progress of students not progressing as expected. (For example: a student achieving a straight level 3 score in writing for 2 consecutive years would demand a look at that students data and preparing a plan of action to target writing skills.) Adjustments are/will be made continuously to reflect: progress/lack of progress/leveling off of progress: in each student’s individual program in all domains of English language acquisition. Consults with students? team are frequent and supported with every student's ELDP (English Language Development Plan) which is adjusted annually (semi-annually if needed) to reflect student’s English proficiency levels in all domains. At the start of each school year (as well as; as needed for update throughout the year AND in cases of new admissions at any point) each ELL student's ELDP is prepared, distributed and discussed with all of the students teachers. Areas of focus vary with student's strengths and or challenges and action/actions taken dependent upon individual growth.  General (ELL Coordinator/teacher) educator goals are made with an overview of the schools ELL population in mind as annual SMART Goals are generated and created for specific response in consideration of overall progress of ELL's as a subgroup in all domains tested by ACCESS, MCAS/PARCC and grade specific assessments such as the GRADE, MODEL Writing prompts, school-wide writing prompts etc. For example; this school years SMART Goal is to move individual student’s up as much as one level in their writing proficiency, from wherever they scored on the previous years? ACCESS score.  The Director and ELL Coordinator meet with discussion of ELL student progress on a monthly basis which includes consult over progress on specific annual assessments and progress in general. If there is concern from any member of the team, it is addressed at these meetings and when deemed necessary due to compromise of progress, actions are set for next steps.In addition the ELL Coordinator has the support of the All-Island ELL Coordinators team to evaluate progress on ACCESS and MODEL writing prompt scorings (scoring prompts as a group with WIDA rubric), and to determine what goals and action steps would be most appropriate as response to any student not making acceptable progress. This is a 12 member ELL Teachers/Coordinators Team- representative of all island schools, grades K-12, meeting once monthly. SEI endorsement training opportunities are continuously updated as made available state-wide so that MVPCS teachers needing that training are aware of their options. Support for that professional development is available to new and/or untrained staff having a year to complete that training. Progress monitoring for ELL's exited will formally continue for four years, using all above data checkpoints with the exception of ACCESS. Should any of the bi- annual formal check-ins with data collection suggest lack of progress; the ELL team will convene to identify/discuss what challenges the student is experiencing as well as what specific actions/modifications to student's ELDP need be taken. There is a proper data collection form for that process which is taken to all of the ELL's core content area teachers at minimum, twice annually. If a student comes to the attention of the ELL team at any point as bearing investigation for provision of further support, that collection of data will include the end of first and second semester in addition to semester midpoint check-ins with data updates and collection on record. At any point in the four years following exit should a student be found to need assistance via the support of ELL services then he/she can be re-entered as an ELL student receiving ELL services.2/21/2017 |
| **Description of Internal Monitoring Procedures:** The MVPCS ELL Team will annually review (and more often as is necessary for progress monitoring of individual student/s)data from ACCESS, MCAS/PARCC and other DDM's used to evaluate student progress outlined in the CPR action response document. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved **Status Date:** 04/14/2017 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By May 26, 2017, the charter school will submit: 1) the program evaluation tool that is available at http://www.doe.mass.edu/ell/Program evaluation.pdf The district must complete all of the components of the attached form in order to evaluate the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the district's educational program;2) Provide information regarding the strengths and areas of improvement the district identified as a result of its ELE program evaluation; 3) Provide a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation. |
| **Progress Report Due Date(s):** 05/26/201706/30/2017 |