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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: Hill View Montessori Charter Public (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 01/12/2018.

**Mandatory One-Year Compliance Date:** **01/12/2019**

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

| **Criterion** | **Criterion Title** | **CPR Rating** |
| --- | --- | --- |
| SE 32 | Parent advisory council for special education | Not Implemented |
| SE 56 | Special education programs and services are evaluated | 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 24 | Curriculum review | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |
| ELE 3 | Initial Identification of ELs and FELs | Partially Implemented |
| ELE 4 | Waiver Procedures | Not Implemented |
| ELE 6 | Program Exit and Readiness | Partially Implemented |
| ELE 7 | Parent Involvement | Partially Implemented |
| ELE 8 | Declining Entry to a Program | Not Implemented |
| ELE 10 | Parental Notification | Partially Implemented |
| ELE 17 | Program Evaluation | Not Implemented |
| ELE 18 | Records of ELs | Partially Implemented |

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

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| **Criterion & Topic:**  SE 32 Parent advisory council for special education | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the charter school has not established a parent advisory council (PAC) on special education or sought a waiver from the Department to meet this requirement in an alternative manner. | | |
| **Description of Corrective Action:**  The review of the Corrective response and measures to address the Noncompliance rating of ?Not Implemented,? SE 32 Special Education Parent Advisory Council (SEPAC), indicates the ?root cause? of this situation is low membership.  Review of past membership of the HVM PAC indicated membership was robust until the members who were especially active had their students graduate and move on to high school. Membership in the PAC then declined. Although the PAC Liaison attempted to increase membership by putting meeting notices in the weekly notes, there was no agenda included and attendance was minimal. The PAC liaison coordinated with the Haverhill Public Schools PAC, and it was agreed that HVM?s PAC could participate in their meetings and attend workshops. Notices and the agenda were to go out to special education parents on the dates of meetings, but this has not happened yet. As a result, the Special Education Department has chosen to take steps to increase membership and parent participation. | | |
| **Title/Role(s) of Responsible Persons:**  Susan Fitchett, Special Education Director, Hill View Montessori Charter Public School | | **Expected Date of Completion:**  06/20/2018 |
| **Evidence of Completion of the Corrective Action:**  Action Plan  Date Action  October 2017 Meeting with the PAC liaison with the Special Education Director to review progress in increasing membership. The PAC liaison reported that Haverhill Public Schools agreed the Hill View Montessori Charter Public School PAC can join with their PAC, allowing members to participate in meetings and speakers. A PAC representative collaborates with the PAC from Haverhill to send out the times of the Haverhill meetings and all of HVM meetings. Evidence: meeting notes.  January 2018 The HVM technical director has set up an account for the PAC to allow the liaison to communicate directly with special education parents and send surveys and notifications of meetings at Hill View and Haverhill. Evidence: email group list  January 31, 2018 Meeting held with the special education teachers and Speech Therapist to explore ways to expand membership in the SEPAC at HVM. There was a discussion of possible meeting agendas for the PAC to provide relevant information to parents. Evidence: agenda and meeting notes  February 6, 2018  The special education department scheduled two meeting for special education parents of HVM School to attend coffee and information meetings on February 6, 2018. The two meetings are scheduled for 7:30 -8:30 am and 5:00 to 6:00 pm. The purpose is to increase membership recruitment. Evidence: invitation and agenda.  February 14, 2018  Meeting scheduled with the Special Education Director and the liaison from the HVM PAC to discuss possible new members and an agenda recommended by staff for their meeting to encourage new membership. Parent Advisory Council representatives and the special education department will set up regular meetings to collaborate and improve the special education services and programs in the district. Evidence: meeting notes and suggested agenda.  May-June 2018  Budget: The Special Education Director will set up a line item in the special education budget for the HVM PAC. Evidence: budget line item  May 29, 2018  The Special Education Director, in consultation with the PAC liaison and the administration, will ask the state for a waiver for HVM to officially combine the two PAC?s if the school is unable to increase membership. Evidence: copy of waiver | | |
| **Description of Internal Monitoring Procedures:**  Completion expected date. June 2018  Continued monitoring. Special Education Director | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 32 Parent advisory council for special education | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The charter school proposed possibly establishing a joint parent advisory council with the Haverhill Public Schools, which requires an approved Acceptable Alternative to a District Level Special Education Parent Advisory Council wavier from the Department of Elementary and Secondary Education's Problem Resolution System (PRS) Office if the district is unable to increase membership at HVM.  Please note that although increased parent participation is key, the PAC must also have a set of by-laws, elected officers, and participation in advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school's special education programs.  In addition, HVM must hold , in cooperation with the parent advisory council, at least one workshop annually within the school on the rights of students and their parents and guardians under the state and federal special education laws. | | |
| **Department Order of Corrective Action:**  By March 30, 2018, submit a detailed plan that identifies whether HVM will fully develop HVM's SEPAC or submit a waiver to DESE's PRS unit to meet the PAC requirement in an alternative manner (e.g., a regional PAC with Haverhill Public Schools). | | |
| **Required Elements of Progress Report(s):**  Review the Department's Guidance on PAC development at http://www.doe.mass.edu/sped/pac/ regarding bylaws, elected officers, and district responsibilities.  Review Administrative Advisory SPED 2015-2R:  Special Education Parent Advisory Councils, Acceptable Alternatives, and Use of Social Media at http://www.doe.mass.edu/sped/advisories/2015-2r.html.  The waiver application is available at http://www.doe.mass.edu/forms/waivers/form-c1.pdf.  By March 30, 2018, submit a detailed plan that identifies whether HVM will fully develop HVM's SEPAC or provide a copy of the submitted waiver to DESE's PRS unit to meet the PAC requirement in an alternative manner (e.g., a regional PAC with Haverhill Public Schools).  The district will be asked to submit a progress report by April 27th on the PAC. | | |
| **Progress Report Due Date(s):**  03/30/2018  04/27/2018  06/29/2018 | | |

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

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| **Criterion & Topic:**  SE 56 Special education programs and services are evaluated | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Although special education interviews indicated that staff members informally analyze outcome data to assess student progress and make individualized programmatic changes as a result, a review of documents indicated that the charter school does not regularly evaluate its special education programs and services. | | |
| **Description of Corrective Action:**  Corrective responses and measures to address the partial implemented assessment of progress of special education students.  The Hill View Montessori Charter Public School determined the root cause for the rating ?Partial Implementation of the Evaluation of the Special Education Program? as incomplete assessment of student progress. We reviewed the progress but did not formalize the process to include evidence of testing by the MCAS and the internal Scantron testing.  The Special Education Director will set meetings at least twice a year to review the tests results of the MCAS and Scantron assessments to identify students with low scores and evaluate reasons for low scores. Meetings will be scheduled in the late fall after receiving MCAS scores from the previous spring and the Scantron scores from October testing. Meetings will be scheduled in May or June to evaluate students? overall Scantron scores to identify low scores and possible reasons. The department will identify gaps in learning and coordinate with the students? regular education teachers to prepare action plans to address the gaps.  After reviewing the 2017 MCAS scores, the special education teachers and regular education teachers indicated that one problem with taking the spring MCAS was students? lack of familiarity with using a computer for taking tests, especially in navigating tools. This resulted in the special education teachers introducing practice tests to help students navigate on a computer and become more comfortable taking tests on computers. In addition, the technical director will set up training sessions for each class on navigating on a computer for taking the next MCAS assessment in March. | | |
| **Title/Role(s) of Responsible Persons:**  Susan Fitchett, Special Education Director, Hill View Montessori Charter Public | | **Expected Date of Completion:**  06/20/2018 |
| **Evidence of Completion of the Corrective Action:**  Date Action  January 24, 2018 A meeting with special education teachers and support staff (speech therapist) was held to review MCAS and Scantron scores of special education students. The Team analyzed the data for each student to determine gaps and discuss ways to improve outcomes. Evidence: meeting agenda and notes.  January 31, 2018 A follow-up meeting was held to develop an action plan to address specific needs. Each special education teacher will provide instruction and practice for computer use prior to MCAS tests. They will identify gaps coordinate with regular education teachers to plan individual student interventions. Evidence: meeting agenda and notes  February 7, 2018 The department will create a spreadsheet with data from MCAS Scores and Scantron scores for each special education student to evaluate progress. Evidence: agenda and spreadsheet.  February 14, 2018 Meeting to review progress and identify possible needs for adjustment to student IEP goals and objectives and MCAS accommodations. Agenda and meeting notes  May 30, 2018 Meeting with special education teachers and the Speech Therapist to review overall Scantron scores and identify students with lower scores, possible reasons and potential interventions. Agenda and meeting mote | | |
| **Description of Internal Monitoring Procedures:**  Completion expected date. June 2018  Continued monitoring. Special Education Director | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  SE 56 Special education programs and services are evaluated | **Corrective Action Plan Status:** Partially Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:**  The charter school's proposed evaluation of special education programs and services focuses on analysis of individual student data in order to assess the progress of individual students. The requirements of SE56, however, are that the charter school conduct a system-wide evaluation to ensure the effectiveness of its special education program as a whole, and to assess whether there are gaps in the special education program at the charter school. In addition to reviewing other sources of information, the Department recommends reviewing the aggregate and disaggregated student data by subgroups for trends in student outcomes for possible programmatic adjustments. | | |
| **Department Order of Corrective Action:**  Develop a comprehensive, system-wide evaluation plan of HVM's special education programs and services to ensure the effectiveness of its overall special education program and to ensure that there are no gaps in the special education program at the charter school.  As an example, please see the English Learner Education evaluation plan template at http://www.doe.mass.edu/ell/resources.html. This document lays out the development of an evaluation team, along with specific targets to assess. | | |
| **Required Elements of Progress Report(s):**  By April 27, 2018 submit a detailed narrative of the district's proposed evaluation plan, including a timeline for the activities, the staff responsible, and data gathering methods.  By June 29, 2018, submit a summary of the special education program evaluation results, including an analysis of the survey data and an action plan for any recommendations based on the results. | | |
| **Progress Report Due Date(s):**  04/27/2018  06/29/2018 | | |

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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:**  A review of documents and staff interviews indicated that the charter school does not have a system for periodic review of discipline data by special populations. | | |
| **Description of Corrective Action:**  The Hill View Montessori Charter Public School has a policy for student discipline that is found in Student handbook. The area that needs to be addressed is monitoring student discipline and evaluating reviewing this data to ensure procedures was followed and any changes will be put into place | | |
| **Title/Role(s) of Responsible Persons:**  Principal / Educational Program Director | | **Expected Date of Completion:**  06/20/2018 |
| **Evidence of Completion of the Corrective Action:**  Evidence    The HVM administration has developed a software program to track all discipline data  The HVM administration will annually analyze this data with the administration team and a teacher representative.  The HVM administration will Follow through review annually, Meeting Agenda and attendance | | |
| **Description of Internal Monitoring Procedures:**  Ongoing monitoring by Principal / Educational Program Director | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 10C Student Discipline | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 27, 2018, submit a description of the system for periodic review of discipline data by principals to address the impact of disciplinary action on selected student populations and modify disciplinary practices as needed. See Department guidance under section VIII, Data Collection and Reporting (603 CMR 53.14), at http://www.doe.mass.edu/lawsregs/advisory/discipline/StudentDiscipline.html.  By June 29, 2018, submit a narrative on the impact of the school's suspensions based on an analysis of the discipline data for selected populations and the alternatives to suspensions the district will consider to address any disproportionality evident in the data. | | |
| **Progress Report Due Date(s):**  04/27/2018  06/29/2018 | | |

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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:**  A review of documents and staff interviews indicated that although the charter school has developed and implemented written restraint prevention and behavior support policy and procedures consistent with regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention, the charter school has not provided staff with training on the revised procedures. A review of documents and staff interviews indicated that the charter school has identified program staff to serve as school-wide resources for the administration of restraint and provided school-wide resource staff with in-depth training on the use of physical restraint. | | |
| **Description of Corrective Action:**  In August of 2017, staff was presented a PowerPoint on the use of physical restraint on any student enrolled in a publicly-funded education program of which an agenda, attendance form and initial of teachers demonstrating review of the PowerPoint was completed.  January 2018 ? HVM administration provide two sessions of staff professional development for review the DESE physical restraint PowerPoint which included all the updated information which took effect January 2016. | | |
| **Title/Role(s) of Responsible Persons:**  Debra Diggins  Principal / Educational Program Director | | **Expected Date of Completion:**  06/20/2018 |
| **Evidence of Completion of the Corrective Action:**  Agendas, attendance, and sign-in sheets have been collected.  Slides | | |
| **Description of Internal Monitoring Procedures:**  Ongoing Monitoring/Principal / Educational Program Director | | |
| 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:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 30, 2018, submit evidence of training provided to all program staff on the charter school's revised physical restraint procedures under 603 CMR 46.00. Include the training date(s), agenda, training materials, and signed attendance sheets indicating the title/role of staff and the name and title of the presenter. | | |
| **Progress Report Due Date(s):**  03/30/2018 | | |

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

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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 although the charter school incorporates cultural competency in its educator evaluation rubric and its curriculum adoption procedures, the charter school does not ensure that individual teachers 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. | | |
| **Description of Corrective Action:**  HVM administration will require all staff participate in implicit bias training, followed by small group discussion.  HVM will develop a checklist for teachers to use when bringing educational material into the classroom and for long-standing curriculum.  HVM administration will approve | | |
| **Title/Role(s) of Responsible Persons:**  Debra Diggins  Principal / Educational Program Director | | **Expected Date of Completion:**  06/20/2018 |
| **Evidence of Completion of the Corrective Action:**  Questionnaires to students, parents, staff seeking feedback on the accessibility to students regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status of all k-12 program, including athletics, and other after school activates.  ? HVM will analysis distribution of student programs, including athletics, and extracurricular activities, by race, ethnicity, gender, LEP status, IEP, 504 plan status, and housing status.  ? Analysis survey responds and other data collected  ? Make changes as are indicated by the report (keep track of changes made) | | |
| **Description of Internal Monitoring Procedures:**  ongoing monitoring by Principal / Educational Program Director | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 24 Curriculum review | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By April 27, 2018, submit procedures and checklist for the ongoing review by individual teachers of 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.  By June 29, 2018, submit evidence of staff training on the procedures including the agenda, training materials, signed attendance lists, and name and role of presenter. | | |
| **Progress Report Due Date(s):**  04/27/2018  06/29/2018 | | |

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

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of documents and staff interviews indicated that the charter school does not evaluate all aspects of its K-8 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:**  A review of the Corrective response for CR25 evaluation of all aspects of its k-8 program English Proficiency, equal orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular indicated. Hill view Montessori charter Public School has been very active in providing awareness to the staff and making sure that the school offers equal access to all students but there we has not formalize the process; | | |
| **Title/Role(s) of Responsible Persons:**  Principal / Educational Program Director | | **Expected Date of Completion:**  06/20/2018 |
| **Evidence of Completion of the Corrective Action:**  Questionnaires to students, parents, staff seeking feedback on the accessibility to students regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status of all k-12 program, including athletics, and other after school activates.  HVM will analysis distribution of student programs, including athletics, and extracurricular activities, by race, ethnicity, gender, LEP status, IEP, 504 plan status, and housing status.  Analysis survey responds and other data collected  Make changes as are indicated by the report (keep track of changes made) | | |
| **Description of Internal Monitoring Procedures:**  Ongoing monitoring Principal / Educational Program Director | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 30, 2018, submit the district's plan for the self-evaluation, including timeline of activities and key staff responsible to ensure the district provides equal access to all programming across all grades PreK-12 and identifies any areas where HVM policies, procedures, or practices are preventing full access.  By April 27, 2018 submit the evaluation tools and preliminary results of the self-evaluation with evidence documenting the implementation of the plan to evaluate policies and programming access.  By June 29, 2018 submit a written narrative summary on the outcomes of the institutional self-evaluation and changes the district is implementing to address any barriers to equal access. | | |
| **Progress Report Due Date(s):**  03/30/2018  04/27/2018  06/29/2018 | | |

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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:**  Staff interviews and a review of documents indicated that the charter school's initial identification policies and procedures are outdated. Furthermore, students are screened for ELE program eligibility only when teachers have concerns about their academic progress, although the Department guidelines require districts and charter schools to screen the English proficiency of all students whose Home Language Surveys (HLS) indicate that a language other than English is spoken at home. Considering also that the charter school's English learner (EL) student population is very low with a comparison to neighborhood schools and districts, the Department determines that the charter school does not properly identify students who need English language support and the current initial identification procedures and practices are not in compliance with 603 CMR 14.02(1) that requires districts and charter schools to establish procedures in accordance with the Department's guidelines. | | |
| **Description of Corrective Action:**  The Initial Identification of ELLs and FELs has been developed and documented as a set of protocols for the registration and enrollment process. | | |
| **Title/Role(s) of Responsible Persons:**  Debra Diggins, Principal | | **Expected Date of Completion:**  03/01/2018 |
| **Evidence of Completion of the Corrective Action:**  The Initial Identification of ELLs and FELs has been developed and documented as a set of protocols for the registration and enrollment process. | | |
| **Description of Internal Monitoring Procedures:**  The staff reviews student records for updated reports, notifications of status to parents, test results, and progress reports. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 3 Initial Identification of ELs and FELs | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2017  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  1. By March 30, 2018, please complete the "Initial Identification Procedures for ELs and FELs" form available in the Document Library to provide a description of the district's initial identification procedures showing that:  a- the district administers a HLS to all newly enrolling students;  b- the district screens the English language proficiency of a student using a WIDA screener when the answer to any of the questions on the HLS is a language other than English;  c- the district determines whether or not the student is an EL or FEL and makes initial placement decisions using screening test results and cut scores provided by the Department;  d- the district notifies the parent/guardian of language assessment results and initial placement no later than 30 days after the beginning of the school year or within two weeks if the student enrolls in the school district during the school year;  e- the district informs the parents of their right to opt out or to secure an SEI program waiver with the parent notification form sent to the parents upon initial placement of the student in the district's ELE program;  f- the district codes the student determined to be EL in all future SIMS reports submitted to the Department.  2. By March 30, 2018, please provide information regarding the training opportunities provided to the staff involved in the initial identification process to keep them informed about the revised policy and procedures. Please include meeting dates, minutes and sign-in sheets.  3. By September 21, 2018, please complete the form "Initial Identification Testing Data" located in the Document Library to provide the names and scores of all the students who have been screened for the SY 2018-19 . | | |
| **Progress Report Due Date(s):**  03/30/2018  09/21/2018 | | |

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

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| **Criterion & Topic:**  ELE 4 Waiver Procedures | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of student records and documents indicated that the charter school does not inform parents or guardians of ELs of their rights to apply for a waiver to allow their child to participate in a different ELE program than the state-mandated sheltered English immersion program model. | | |
| **Description of Corrective Action:**  Parent notifications in accordance with the standards of ELE Criterion #4 have been developed and distributed among the entering and current students identified as ELLs. | | |
| **Title/Role(s) of Responsible Persons:**  Debra Diggins, Principal | | **Expected Date of Completion:**  03/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Student records include notifications that include the waiver process and other required facts regarding student status as an ELL. | | |
| **Description of Internal Monitoring Procedures:**  Student records will be updated with yearly classification notices to parents, ELE Progress Reports, and testing results in accordance with the criteria of ELE #4. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 4 Waiver Procedures | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Corrected | |
| **Basis for Decision:**  Due to the changes in the law, the content of this criterion is now reserved and not included in the ELE program review process. | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):** | | |
| **Progress Report Due Date(s):** | | |

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

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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 the charter school does not have reclassification procedures in compliance with 603 CMR 14.02 that requires districts and charter schools to establish exit criteria in accordance with the Department's guidelines. | | |
| **Description of Corrective Action:**  The criteria for program exit and readiness has been developed and articulated in detailed notifications for parents at the designated time of the year. | | |
| **Title/Role(s) of Responsible Persons:**  Debra Diggins, Principal | | **Expected Date of Completion:**  06/15/2018 |
| **Evidence of Completion of the Corrective Action:**  Student progress reports, testing results, DDMs, LAT Team discussion, and performance in accordance with WIDA academic language descriptors, language functions, and standards based mastery of macro-functions are considered in the classification of students every year. | | |
| **Description of Internal Monitoring Procedures:**  Students exited from the program are monitored throughout the year for four years with adjustments or re-classifications recommended if needed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 6 Program Exit and Readiness | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 30, 2018, submit the district's revised reclassification policies and procedures.    By March 30, 2018, provide training to all staff members involved in the reclassification process to ensure that they are all knowledgeable about the changes and submit the training materials, sign-in sheets and agendas.  By June 29, 2018, please complete the FEL Roster available in the Document Library to provide information for all the ELs in your district who have been reclassified in the SY 2017-18. | | |
| **Progress Report Due Date(s):**  03/30/2018  06/29/2018 | | |

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

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| **Criterion & Topic:**  ELE 7 Parent Involvement | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  Staff interviews and a review of documents indicated that the charter school has not developed ways to include parents or guardians of ELs in matters pertaining to their children's educations and ELE programs. | | |
| **Description of Corrective Action:**  Notifications have been developed in home languages for parents of ELLs. The school is implementing processes for all notifications sent home to be in the home languages of those families that have requested it. | | |
| **Title/Role(s) of Responsible Persons:**  Debra DIggins, Principal | | **Expected Date of Completion:**  06/25/2018 |
| **Evidence of Completion of the Corrective Action:**  Parents have reached out to the school staff who otherwise had remained largely disengaged due to language barriers. | | |
| **Description of Internal Monitoring Procedures:**  Newsletters and notices will be sent out in the languages of the families who have requested translations. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 7 Parent Involvement | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the following by March 30, 2018:  1) The district's written key procedures and processes to follow in securing a translator or an interpreter;  2) Training and guidance provided to staff to improve the awareness and responsibility of schools to provide essential information to parents in their preferred language of communication;  3) Training materials, signed attendance sheets and agendas.  By June 29, 2018, 2018 submit examples of translated report card and progress report templates. | | |
| **Progress Report Due Date(s):**  03/30/2018  06/29/2018 | | |

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

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| **Criterion & Topic:**  ELE 8 Declining Entry to a Program | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  A review of student records and documents indicated that the charter school does not inform parents or guardians of ELs of their rights to opt out of English learner education programs. | | |
| **Description of Corrective Action:**  Parent rights to decline entry to the program or opt out are clearly included in the initial notification of status provided to families upon enrollment and assessment. | | |
| **Title/Role(s) of Responsible Persons:**  Debra DIggins, Principal | | **Expected Date of Completion:**  06/25/2018 |
| **Evidence of Completion of the Corrective Action:**  The notices including the right to decline entry into the ELE Program has been developed. | | |
| **Description of Internal Monitoring Procedures:**  Parents will have a staff member review the options with them upon enrollment and as needed. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 8 Declining Entry to a Program | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Please submit the district's opt-out procedures and all the forms developed for the implementation. | | |
| **Progress Report Due Date(s):**  03/30/2018 | | |

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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:**  A review of student records and documents indicated that the parent notification form that is sent to EL parents upon students' initial identification as ELs, and annually thereafter, does not include all the information required to be communicated to the parents or guardians. | | |
| **Description of Corrective Action:**  Notification of initial identification and annual progress including all the information required in accordance with ELE #10 has been developed. | | |
| **Title/Role(s) of Responsible Persons:**  Debra Diggins, Principal | | **Expected Date of Completion:**  03/01/2018 |
| **Evidence of Completion of the Corrective Action:**  Notification of initial identification and annual progress including all the information required in accordance with ELE #10 has been developed. | | |
| **Description of Internal Monitoring Procedures:**  Parents will receive updated progress reports and yearly notifications with all required informationregarding initial identification and subsequent progress thereafter. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 10 Parental Notification | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By March 30, 2018, submit a copy of the parent notification letter the district will use.  By September 21, 2018, submit a copy of the parent notification letters sent to each student's parent or guardian in their preferred language. | | |
| **Progress Report Due Date(s):**  03/30/2018 | | |

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

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| **Criterion & Topic:**  ELE 17 Program Evaluation | | **CPR Rating:**  Not Implemented |
| **Department CPR Findings:**  Staff interviews and a review of documents indicated 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 charter school's educational program. | | |
| **Description of Corrective Action:**  The ELE Program Evaluation has been completed and submitted with goals and timelines. | | |
| **Title/Role(s) of Responsible Persons:**  Debra Diggins, Principal | | **Expected Date of Completion:**  06/25/2018 |
| **Evidence of Completion of the Corrective Action:**  The ELE Program Evaluation has been completed and submitted with goals and timelines. | | |
| **Description of Internal Monitoring Procedures:**  The Principal will develop a monitoring system for addressing and adhering to the action steps indicated in the developed Program Evaluation. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 17 Program Evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Castañeda's Three-Pronged Test was uploaded, but not the ELE program evaluation.  1) Please complete the program evaluation tool that is available at http://www.doe.mass.edu/ell/ProgramEvaluation.pdf  2) Please provide information regarding the strengths and areas of improvement the charter school identified as a result of its ELE program evaluation.  3) Please provide a plan of action to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to improve the effectiveness of the program. | | |
| **Progress Report Due Date(s):**  06/29/2018 | | |

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

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| **Criterion & Topic:**  ELE 18 Records of ELs | | **CPR Rating:**  Partially Implemented |
| **Department CPR Findings:**  A review of student records indicated that the charter school does not consistently keep all of the required documentation in students' EL records. | | |
| **Description of Corrective Action:**  Student records have been updated with the required documentation in accordance with ELE #18. | | |
| **Title/Role(s) of Responsible Persons:**  Debra Diggins, Principal | | **Expected Date of Completion:**  04/15/2018 |
| **Evidence of Completion of the Corrective Action:**  Student records have been updated with the required documentation in accordance with ELE #18. | | |
| **Description of Internal Monitoring Procedures:**  Student records are periodically updated with progress reports, test results, and yearly LAT and classification status reports. | | |
| CORRECTIVE ACTION PLAN APPROVAL SECTION | | |
| **Criterion:**  ELE 18 Records of ELs | **Corrective Action Plan Status:** Approved  **Status Date:** 02/21/2018  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  Conduct an internal audit of EL records using the the ELE Folder Checklist available on DESE website and submit a narrative with findings of the audit and corrective actions if there is any. | | |
| **Progress Report Due Date(s):**  06/29/2018 | | |