MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Public School Monitoring

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

Charter School or District: Waltham FMR Onsite Year: 2018-2019 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 08/27/2019.*

Mandatory One-Year Compliance Date: 08/27/2020

Summary of Required Corrective Action Plans in this Report

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| **Criterion** | **Criterion Title** | **FMR Rating** |
| SE 55 | Special education facilities and classrooms | Partially Implemented |
| CR 25 | Institutional self-evaluation | Partially Implemented |

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

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| **Criterion & Topic:**  SE 55 Special education facilities and classrooms | | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  Observations at John F. Kennedy Middle School indicated that instructional spaces for the Bridge program, rooms 122, 122C, and 122D, are in an isolated location that does not maximize the opportunity for inclusion into the life of the school. | | |
| **Description of Corrective Action:**  All classrooms of the Bridge Program will be moved to more inclusive settings within the grade level wing of Kennedy Middle School. | | |
| **Title/Role(s) of Responsible Persons:**  Dr. Nadene B. Stein  Administrator of Pupil Personnel Services | | **Expected Date of Completion:** 11/01/2019 |
| **Evidence of Completion of the Corrective Action:**  Updated school map with classrooms labeled. | | |
| **Description of Internal Monitoring Procedures:**  Dr. Stein will do a walk-through of Kennedy Middle School to confirm that classrooms have been moved and that the space formerly being used for the Bridge program is being used for something else. She will request a copy of the updated floor plan that will be uploaded through web-based monitoring. | | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | | |
| **Criterion:**  SE 55 Special education facilities and classrooms | **Corrective Action Plan Status:** Approved  **Status Date:** 09/25/2019  **Correction Status:** Not Corrected | |
| **Basis for Decision:** | | |
| **Department Order of Corrective Action:** | | |
| **Required Elements of Progress Report(s):**  By October 30, 2019, submit a floor plan of the John F. Kennedy Middle School indicating the new location of instructional spaces for the Bridge program. | | |
| **Progress Report Due Date(s):**  10/30/2019 | | |

FOCUSED MONITORING REVIEW CORRECTIVE ACTION PLAN

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| **Criterion & Topic:**  CR 25 Institutional self-evaluation | **FMR Rating:**  Partially Implemented |
| **Department FMR Findings:**  A review of documentation and staff interviews indicated that the district's self-evaluation process for ensuring all students have equal access to the district's K-12 programming regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status does not address access to athletics and other extracurricular activities. | |
| **Description of Corrective Action:**  The district is taking significant steps towards ensuring all students have access to high- quality K12 programming regardless of any aspect of identity, including but not limited to race, gender identity, language, sexual orientation, etc. The district is doing this through regular monitoring of student experiences in schools, regular monitoring of student access to rigorous coursework and extracurricular activities, and ongoing professional development and curriculum assessment with educators that engages educators across the system in conversations about culturally responsive curriculum and pedagogy.  Additionally, the district is actively working to recruit and hire an Equity Officer / HR Administrator, whose focus will be on the hiring and recruitment of diverse educators and the collaborative monitoring of internal processes for the review and implementation of equitable access to K12 programming. | |
| **Title/Role(s) of Responsible Persons:**  Dr. Elizabeth Homan  Assistant Superintendent of Curriculum and Instruction | **Expected Date of Completion:** 06/01/2020 |
| **Evidence of Completion of the Corrective Action:**  Evidence of completion of our corrective action plan will include:  Audits and reports on equity that draw on data gathered from students and teachers across the system.  Presentations to the community about ongoing equity-related professional learning, curriculum initiatives, and equity audits of student climate and culture surveys.  Data reports from our yearly Panorama climate and culture surveys, specifically reports with questions pertaining to students? perception of staff ?Valuing of Diversity? and  ?Diverse Relationships,? two categories of questions on our annual surveys. Data and key findings from an audit of extracurricular programming rosters. | |
| **Description of Internal Monitoring Procedures:**  The following timeline lays out the key steps we will take in this internal monitoring process.  Fall 2019-Spring 2020: Ongoing professional learning for all administrators, teachers, paraprofessionals, and other staff with EDCO-IDEAS, Facing History, and internal providers related to Culturally Responsive Teaching, race, and identity (Assistant Superintendent, with curriculum directors and external partners).  Fall 2019: Presentation to School Committee on equity initiatives and key findings from three previously-conducted audits that provided recommendations on (1) hiring and recruitment, (2) instructional implementation of culturally responsive practice, and (3) | |

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| equitable systems and structures to provide all students access to K12 programming (Assistant Superintendent).  Fall 2019: Presentation to School Committee on performance of students throughout the district, with a focus on disaggregation of data by racial subgroup, performance of English Learners, and performance of students on IEPs on both standardized achievement measures and measures of language acquisition, attendance, and graduation rate (Assistant Superintendent).  Fall 2019: Posting and hiring of Equity and Human Resources Officer (Superintendent / Assistant Superintendent).  Winter 2020: District wide survey (using Panorama platform) of students, staff, and families. These surveys ask stakeholders questions on topics related to school culture, climate, access to programming, school belonging, cultural relevancy of curriculum and instruction, effectiveness of professional learning and feedback, and students? social and emotional learning (District and School Leadership).  Winter 2020: Analysis and sharing of major findings, disaggregated by racial and other subgroup designations, from district wide survey and collection of responses from the community (Equity Officer and Assistant Superintendent).  Spring 2020: Collection and analysis of rosters from all extracurricular clubs and sports (Equity Officer and Assistant Superintendent).  Spring 2020: Report to school communities on results of district wide survey and audits of extracurricular rosters (Equity Officer and Assistant Superintendent). | |
| **CORRECTIVE ACTION PLAN APPROVAL SECTION** | |
| **Criterion:**  CR 25 Institutional self-evaluation | **Corrective Action Plan Status:** Approved  **Status Date:** 09/25/2019  **Correction Status:** Not Corrected |
| **Basis for Decision:** | |
| **Department Order of Corrective Action:** | |
| **Required Elements of Progress Report(s):**  By December 2, 2019, the district will submit samples of their institutional self-evaluation data collection tools, such as survey templates for use in collecting data from students, staff and families regarding equal access to the district's K-12 programming, including athletics and other extracurricular activities. By February 13, 2020, the district will submit a narrative summarizing the results of the self-evaluation. By April 13, 2020, the district will submit the proposed program adjustments based on the results of the institutional self-evaluation to address any identified issues. | |
| **Progress Report Due Date(s):**  12/02/2019 | |

02/13/2020

04/13/2020