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| **MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION****Public School Monitoring** |

##### TIERED FOCUSED MONITORING REVIEW

## CORRECTIVE ACTION PLAN

Charter School or District: Phoenix Academy Public Charter High School Springfield (District)

TFM Onsite Year: 2022-2023

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 Tiered Focused Monitoring Report dated 07/28/2023.

**Mandatory One-Year Compliance Date:** **07/28/2024**

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

| **Criterion** | **Criterion Title** | **FMR Rating** |
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| SE 9 | Timeline for determination of eligibility | Partially Implemented |
| CR 18 | Responsibilities of the school principal | Partially Implemented |

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| TIERED FOCUSED MONITORING REVIEW**CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:** SE 9 Timeline for determination of eligibility | **FMR Rating:** Partially Implemented |
| **Department TFM Findings:** Record review and interviews indicate the school does not consistently ensure that the parent or adult student is provided with a proposed IEP and placement within 45 school-working days after receipt of written consent to an initial evaluation or re-evaluation. |
| **Description of Corrective Action:** August 2023: The AST(Academic Support Team) Supervisor and Head of School review data pertaining to deadlines for consents and establish an evaluation and annual review calendar for SY 23-24. August 2023: The AST Supervisor performs root cause analysis of data looking for trends in attendance, communication and scheduling of testing.August 2023: The AST Supervisor, AST coordinator and Head of School consider trend findings and existing procedures; The AST Supervisor, DSC (Director of School Culture) and Head of School revise procedures for evaluation and parent communication to ensure testing and meetings occur on time. September 2023: Training of new procedures with AST teachers and SST teachers to occur in September. In addition, external training at WrightsLaw to familiarize AST teachers with procedures and deadlines for IEPs is scheduled. Beginning September: The school will use an evaluation tracker to monitor timelines, activities, and completion. AST Supervisor alongside AST teachers will monitor evaluation timelines and procedures weekly (every Friday), and this will occur bi-weekly with AST, SST, and DSC (Mondays). Once per term (every 8 weeks) starting term 2 to allow for 45 days to pass, the AST Supervisor, AST coordinator, and Head of School will revisit data to assess trends to make any necessary changes to the procedures. |
| **Title/Role(s) of Responsible Persons:**Cindy Henderson, Academic Support Team Supervisor | **Expected Date of Completion:**03/11/2024 |
| **Evidence of Completion of the Corrective Action:**1. evaluation tracker monitoring timelines, activities, and completion2. Communication logs between school, parents, students and evaluators3. Targeted Professional development with certificate of completion, attendance log and/or slide decks & handouts |
| **Description of Internal Monitoring Procedures:** 1. Shared calendar to monitor evaluation process timeline2. Bi Weekly meetings to monitor outreach to parents/students regarding absenteeism with DSC and AST 3. Weekly meetings to monitor deviations from evaluation timeline4. Term reviews of data with evaluation of trends to assess for efficacy of change in procedures |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** SE 9 Timeline for determination of eligibility | **Corrective Action Plan Status:** Approved **Status Date:** 11/02/2023 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By November 13, 2023, the charter school will submit revised procedures for ensuring IEP evaluation timelines are met. Additionally, the charter school will submit a description of the newly developed tracking system.By December 19, 2023, the charter school will submit the agenda, handouts, and attendance sheet from the training attended by the Instructional Leadership Team and special education teachers on the revised procedures and tracking system.By February 26, 2024, the charter school will submit the results of a review of five student records to ensure a proposed IEP and placement for eligible students was provided to the parent and/or adult student within 45 school-working days of the school's receipt of the consent to evaluate. This description must indicate, for each of the five students, the date the evaluation consent form was received, the date of the IEP meeting, and the date the IEP and placement or finding of no eligibility was provided to the parent and/or adult student. For any noncompliance found, the school will submit the results of a root cause analysis and describe the corrective action taken. |
| **Progress Report Due Date(s):** 11/13/202312/19/202302/26/2024 |

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| TIERED FOCUSED MONITORING REVIEW**CORRECTIVE ACTION PLAN** |

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| **Criterion & Topic:** CR 18 Responsibilities of the school principal | **FMR Rating:** Partially Implemented |
| **Department TFM Findings:** Document review and interviews indicate that the charter school has developed a District Curriculum Accommodation Plan (DCAP) that describes instructional supports and services available to enrolled students. Interviews also indicate that the charter school provides additional supports to address barriers to attendance for students who have a history of interrupted education. Such services include, but are not limited to, evening classes, a young men's program, onsite daycare, and assistance securing community resources for housing, food, employment, and mental health services. However, these instructional supports and services have not been effective in increasing attendance, reducing the number of students leaving school without a diploma, or increasing graduation rates. A review of data demonstrates the following: The school's attendance rate is approximately 45.1%, a rate significantly lower than the alternative education school rate of approximately 66.1%. Approximately 64% of students dropped-out of school in 2022, a rate significantly higher than the alternative education school rate of approximately 28.4%. Approximately 13.3% of students graduated in 2022, a rate significantly lower than the alternative education school rate of approximately 47.1%. |
| **Description of Corrective Action:** August 2023:Implement universal term, weekly, and daily goal-setting practices for all students.August 2023:Train relevant staff on data meeting protocols and meeting schedules.August 2023:Establish and execute term, weekly, and daily attendance and dropout prevention tracking systems to ensure personalized accommodations and interventions based on student needs. The Head of School, Director of School Culture, and Managers of Scholar Success will bi-weekly track and discuss the effectiveness of personalized interventions for eligible students. The team will analyze results by demographics (age, ethnicity, MLL status, Special Education status, and other factors) to identify trends. Additionally, the team will monitor overall data patterns at least three times per week.Starting in September 2023:Utilize a daily goal-setting tracker to monitor student performance. The school leadership team will assess performance weekly (every Thursday). The entire school team will confer on schoolwide procedures supporting individualized interventions and goal-setting plans.Starting in September 2023:During each term, the school leadership will review the root cause analysis conducted in the summer of 2023 and evaluate data to identify trends in student performance, attendance, retention, and course progression outcomes. School leaders will also assess the current DCAP and explore how staff can employ it to aid student needs.October 2023:Enhance student engagement opportunities by offering night school (4pm-7pm) four days a week for eligible students, and by providing Saturday school at least once a term.Starting in early November:The School Leadership Team and the Head of School's Staff Committee will review trend findings along with existing systems and procedures. The school leadership team will update systems and procedures based on findings once per term. |
| **Title/Role(s) of Responsible Persons:**Calvin Johnson, Head of SchoolSchool Leadership Team | **Expected Date of Completion:**03/11/2024 |
| **Evidence of Completion of the Corrective Action:**Training Agendas, Root Cause Meeting Agenda, Leadership Team Meeting Agendas, Staff Committee Agendas, Intervention Logs, Procedures for Goal Setting, Procedures for Data Review, Individual Goal Setting, Results of Internal Monitoring. |
| **Description of Internal Monitoring Procedures:** The principal will collaborate with school leaders and Phoenix statewide leaders to offer relevant training. The principal will share meeting agendas and work products from the school as evidence of progress towards meeting this mandate. |
| CORRECTIVE ACTION PLAN APPROVAL SECTION |
| **Criterion:** CR 18 Responsibilities of the school principal | **Corrective Action Plan Status:** Approved **Status Date:** 11/02/2023 **Correction Status:** Not Corrected |
| **Basis for Decision:**  |
| **Department Order of Corrective Action:** |
| **Required Elements of Progress Report(s):** By November 13, 2023, the Head of School and Director of School Culture will generate the procedures and protocols for monitoring the effectiveness of programs and services outlined in the District Curriculum Accommodations Plan (DCAP). Procedures will include responsible persons by role, the data to be gathered, methods for gathering stakeholder input, and timelines. The procedures will include methods by which the cross-functional team will conduct root cause analyses and develop action and progress monitoring plans containing data-based benchmarks. Such plans will be designed to enhance, modify, and strengthen effectiveness of DCAP supports and services to improve graduation and attendance rates and decrease drop-out rates. The charter school and the Department will establish a schedule for ongoing consultation and facilitation to discuss data, establish root causes, and to develop action plans.By December 19, 2023, Phoenix Academy Springfield will convene a team including Network and Phoenix Academy Springfield administrators to gather and review appropriate data in order to evaluate DCAP supports and services to determine which are effective and which are in need of modification. Data reviewed will include, but is not limited to, graduation, attendance, and drop-out rates. By January 17, 2024, an expanded cross-functional team (including the Network Director of Data and Accountability, Head of School, Post-Secondary Coordinator, School Culture Coordinator, Manager of Student Success, two teachers, two students, and a community member) will conduct root cause analyses of any concerning data. By February 26, 2024, the Phoenix Academy Springfield cross-functional team will develop and submit a summary of findings, including data and root cause analyses, action plans, and progress monitoring plans with data-based benchmarks. The action plans will address modifications to the DCAP and the progress monitoring plan will identify key data-based benchmarks to measure the effectiveness of new DCAP supports and services. The summary will be disseminated to stakeholders including the Network Executive Director's administrative team, Phoenix Academy Springfield staff, and other school community participants. The team will ensure the action plans are aligned with the charter school's Accountability Plan, as approved and overseen by the Office of Charter Schools and School Redesign. Due dates for subsequent progress updates will be based on Phoenix Academy Springfield's action plans and the results of progress monitoring. |
| **Progress Report Due Date(s):** 11/13/202312/19/202301/17/202402/26/2024 |