

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW**

**Charter School or District: Four Rivers Charter Public School
Corrective Action Plan Forms**

**Program Area: English Learner Education
Prepared by: Andy Stenson, Academic Support Director**

CAP Form will expand to as many lines as necessary. Before completing and emailing to pqacap@doe.mass.edu, please see separate *Instructions for Completing Corrective Action Plans*.

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 to the school or district.

Mandatory One-Year Compliance Date: April 28, 2012

**COORDINATED PROGRAM REVIEW
CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)**

Criterion & Topic: ELE 5 Program Placement and Structure

Rating: Partially Implemented

Department CPR Finding: Document review indicates that the one ELL in the district is not receiving sufficient English language instruction. The ELL is a beginner, who receives 62 minutes of ESL instruction three days a week plus 152 minutes of ESL instruction twice per week for a total of 8.2 hours of instruction per week. Beginners should be receiving 2.5 hours of English language instruction per day for a total of 12.5 hours per week.

Content instruction is based on the appropriate Massachusetts Curriculum Framework; however, ELLs are not receiving sheltered content instruction, as the majority of teachers have not completed the 4 required categories of SEI professional development, which focuses on the skills and knowledge necessary for sheltering instruction, as described in the Commissioner's Memorandum of June 2004. As reported, the one ELL participates in general education for his/her content area courses; however, there is no mention of SEI category trained content teachers to facilitate this. Documents show that content teachers work with a certified ESL teacher but this does not ensure that they, themselves are trained. Therefore, the school does not offer a sheltered English immersion program as required by Chapter 71A.

Review of documentation submitted by the district indicates that the district's SEI PD plan includes training all teachers in all four categories by 2013, and that they are conducting training in SEI categories 1 and 2 in this current year. However, this will leave a void for categories 3 and 4. In addition, the district's plan assumes no growth in the ELL population at any of the levels of English language proficiency, and does not address what will occur when the one ELL progresses to the next level of ELS instruction.

In addition, Four Rivers does not have an ESL/ELD curriculum, although it is noted that said curriculum is being developed. However, there was no timeline listed as to when this would be accomplished.

Narrative Description of Corrective Action:

(1) English Language Instruction: Next year's schedule is being developed and our one beginning level ELL will receive three 52 minute periods of ESL instruction each day. This will mean that the student is receiving more than the required 2.5 hours per day. Based upon ongoing annual assessment and determination of level of need, the amount of scheduled ESL time for each subsequent year will be matched to the state recommendations. Future ELL students will be scheduled to receive the appropriate amount of ESL instruction, based on initial identification and annual assessments. This will be overseen by the Academic Support Director in conjunction with the assistant principal.

(2 & 3) SEI Professional Development:

The current SEI professional development plan will be amended to address current issues and ensure compliance in the future. As a first step, it will call for category 2 training of all teachers in the grades which our one ELL student will be in for the next two years. The long term PD plan will be developed in the summer of 2011. It will address training needs based on our current faculty and student body as well contingency plans for enter ELL's.

(4) An ESL curriculum has been developed for beginning level ELL's. It is based on the English Language Proficiency Benchmarks and Outcomes. The curriculum guide will be amended by the ESL teacher, with oversight from the ASD, and will take place in response to newly identified ELL's as well as changes in the level of our current ELL student.

Comment: Page: 3

Narrative Description of Corrective

Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

Title/Role of Person(s) Responsible for Implementation: Andy Stenson, Academic Support Director		Expected Date of Completion for Each Corrective Action Activity: (1) July 1, 2011 (2) August 1, 2011 (3) August 1, 2011 (4) December 1, 2011	
Evidence of Completion of the Corrective Action: (1) Individual student schedule for ELL student. (2) Completed SEI professional development plan. (3) Completed SEI professional development plan. (4) Completed ESL curriculum.			
Description of Internal Monitoring Procedures: (1) Academic Support Director (ASD) will work with the assistant principal to schedule the one current ELL according to current guidelines. The ASD will notify the assistant principal of any newly identified ELL's and will monitor individual schedules to ensure ongoing compliance. (2) and (3) The ASD will complete an annual review of the category trainings for current and newly hired teachers and will work with the school principal to ensure that SCI trainings in areas of concern are offered as needed. (3) The ASD will work with the ESL teacher to oversee the development of the ESL curriculum. Monthly meetings will be held beginning July 1 to monitor progress and determine next steps. The ESL curriculum will be completed by December 1, 2011.			
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)			
Criterion: ELE 5 Program Placement and Structure		Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved	
Basis for Partial Approval or Disapproval:			
Department Order of Corrective Action:			
Required Elements of Progress Report(s):			
Progress Report Due Date(s):			

Comment: Page: 3
Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of perso... [1]

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Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review... [2]

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Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each... [3]

Comment: Page: 3
Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to dete... [4]

Comment: Page: 4
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Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required... [6]

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COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 9 Instructional Grouping	Rating: Partially Implemented
Department CPR Finding: See ELE 5	
Narrative Description of Corrective Action: See ELE 5	
Title/Role of Person(s) Responsible for Implementation: Andy Stenson, Academic Support Director.	Expected Date of Completion for Each Corrective Action Activity: August 1, 2011
Evidence of Completion of the Corrective Action: See ELE 5	
Description of Internal Monitoring Procedures: See ELE 5	

CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: ELE 9 Instructional Grouping	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: _____	
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 (To be completed by school district/charter school)	
Criterion & Topic: ELE 11 Equal Access to Academic Programs and Services	Rating: Partially Implemented
Department CPR Finding: Document review and interviews indicate that the one ELL student is not receiving adequate levels of ESL instruction and that content area teachers are not trained in how to shelter content, affecting the student's ability to access the full range of academic opportunities.	
Narrative Description of Corrective Action: In addressing ELE 5, the CAP calls for changes in the level of ESL instruction as well as training teachers in SCI. The actions described will ensure equal access to the full range of academic opportunities.	
Title/Role of Person(s) Responsible for Implementation: Andy Stenson, Academic support director.	Expected Date of Completion for Each Corrective Action Activity: August 1, 2011
Evidence of Completion of the Corrective Action: Individual student schedules for ELL(s). SCI Professional Development Plan.	
Description of Internal Monitoring Procedures: As described in ELE 5	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: ELE 11 Equal Access to Academic Programs and Services	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: _____	
Department Order of Corrective Action: _____	
Required Elements of Progress Report(s): _____	
Progress Report Due Date(s): _____	

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Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or... [13]

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Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from... [14]

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COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 14 Licensure Requirements	Rating: Partially Implemented
Department CPR Finding: Based on a review of documentation, the district does not have an ESL provider who is appropriately licensed or holds a current waiver.	
Narrative Description of Corrective Action: Our current ESL teacher, Jessica Roll, is certified in the areas of moderate special needs, Spanish and is considered "highly qualified" to teach English Language Learners. Ms. Roll has submitted her credentials for review by the DOE. In conversation with the licensure office she has been informed that payment of the \$25 license fee is all that is required to complete the requirements.	
Title/Role of Person(s) Responsible for Implementation: Andy Stenson, Academic Support Director	Expected Date of Completion for Each Corrective Action Activity: August 1, 2011
Evidence of Completion of the Corrective Action: ESL Teacher Certification	
Description of Internal Monitoring Procedures: Andy Stenson will meet with Ms. Roll on July 10 to review and July 31 to verify completion.	
CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: ELE 14 Licensure Requirements	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval:	
Department Order of Corrective Action:	
Required Elements of Progress Report(s):	
Progress Report Due Date(s):	

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Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine ... [23]

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COORDINATED PROGRAM REVIEW CORRECTIVE ACTION PLAN (To be completed by school district/charter school)	
Criterion & Topic: ELE 15 Professional Development Requirements	Rating: Partially Implemented
Department CPR Finding: See ELE 5	
Narrative Description of Corrective Action: See ELE 5	
Title/Role of Person(s) Responsible for Implementation: Andy Stenson, Academic Support Director	Expected Date of Completion for Each Corrective Action Activity: August 1, 2011
Evidence of Completion of the Corrective Action: Professional Development Plan	
Description of Internal Monitoring Procedures: See ELE 5	

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CORRECTIVE ACTION PLAN APPROVAL SECTION (To be completed by the Department of Elementary and Secondary Education)	
Criterion: ELE 15 Professional Development Requirements	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
Basis for Partial Approval or Disapproval: _____	
Department Order of Corrective Action:	
Required Elements of Progress Report(s): _____	
Progress Report Due Date(s):	

Rev. 9-21-09

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Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agenASD, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of the corrective action. In the example of staff training on the disciplinary procedures under IDEA 2004 for suspensions of students with disabilities beyond 10 days, the evidence of completion could include copies of the results of manifestation determinations conducted consistent with the standard. (Documentation of this evidence of completion will be required by the Department.)

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Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing

these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the disciplinary logs maintained by the school, cross-references them with the student's records to ensure that there is evidence of appropriate actions taken consistent with the IDEA 2004 requirements, and provides feedback to special education staff, regular education administrators, and the special education administrator. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance.

Page 3: [5] Comment

Department of Education

Page: 4

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Page 3: [6] Comment

Department of Education

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Page 3: [7] Comment

Department of Education

9/21/2009 12:18 PM

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Page 3: [8] Comment

Department of Education

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Page 3: [9] Comment

Department of Education

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Page 3: [10] Comment

Department of Education

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Page 3: [11] Comment

Department of Education

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Page 4: [12] Comment

Department of Education

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Page 4: [13] Comment

Department of Education

9/21/2009 12:18 PM

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Page 4: [14] Comment

Department of Education

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Page 4: [15] Comment

Department of Education

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Department of Education

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Page 4: [17] Comment **Department of Education** **9/21/2009 12:18 PM**

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Page 4: [18] Comment **Department of Education** **9/21/2009 12:18 PM**

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Page 5: [19] Comment **Department of Education** **9/21/2009 12:19 PM**

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Page 5: [20] Comment **Department of Education** **9/21/2009 12:19 PM**

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Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agenASD, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of the corrective action. In the example of staff training on the disciplinary procedures under IDEA 2004 for suspensions of students with disabilities beyond 10 days, the evidence of completion could include copies of the results of manifestation determinations conducted consistent with the standard. (Documentation of this evidence of completion will be required by the Department.)

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Description of Internal Monitoring Procedures: Each school/district should describe the ongoing monitoring procedures that it will use to determine whether the previously identified noncompliance has been corrected and to ensure continued compliance. These procedures could include sampling, record reviews, tracking systems, or any other ongoing or periodic method of oversight by key personnel by which the district can collect data to inform its leadership of progress being made toward meeting the requirements of the standard and by which the district can ensure that it has attained and is maintaining compliance. By planning and implementing these procedures, the district assumes oversight of its systemic practices and responsibility for managing them. In the example of disciplinary procedures, the district might describe its plans for an internal monitoring system whereby the Team chairperson for each school periodically reviews the disciplinary logs maintained by the school, cross-references them with the student's records to ensure that there is evidence of appropriate actions taken consistent with the IDEA 2004 requirements, and provides feedback to special education staff, regular education administrators, and the special education administrator. By use of this review and feedback the district will be able to direct training or other resources to those specific schools or personnel needing further assistance.

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Basis for Partial Approval or Disapproval: The Department staff person should provide a

summary explanation of why the CAP was partially approved or disapproved, so that it is clear what the Department's rationale was.

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Required Elements of Progress Report(s): The Department staff person should clearly specify what kind of evidence of completion is required, including any supporting documentation and the results of internal monitoring activities.

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Narrative Description of Corrective Action: The school/district should describe the sequence of specific activities it will implement in order to remedy the identified noncompliance. Corrective action should be more than a single event. For example, if the school/district needs to revise a policy and procedures there will be a series of activities that may include their revision by a workgroup, the dissemination of the revised policy and procedures to appropriate staff, and staff training on effective implementation. (There should also be follow-up activities, to be described under Internal Monitoring Procedures—see below—to ensure that the new policy and procedures are being implemented systemwide and that they continue to be implemented.)

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Title/Role of Person(s) Responsible for Implementation: The primary staff responsible for implementing the corrective action should be identified by role or job function. As a matter of best practice, the program director or administrator should have the overall responsibility for the correction of noncompliance by the implementation of corrective action. However, best practice for corrective action for some standards will require collaboration of personnel across more than one program. For example, putting appropriate procedures in place for determining what kind of assessments should be administered and in what language when a limited English proficient student is referred for a special education evaluation might involve the special education administrator, the director of English language education, and perhaps the director of data systems.

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Expected Date of Completion for Each Corrective Action Activity: All noncompliance in all programs monitored in the Coordinated Program Review must be corrected as soon as possible, but in no case later than one year from identification, i.e., from the date of issuance of the Final Report. (In the case of special education, correction of noncompliance as soon as possible but in no case later than one year from identification is required by the federal government in connection with Indicator 15 of the *Massachusetts Part B State Performance Plan for FFY 2005-2010* submitted, as required, in December 2005 to the Office of Special Education Programs of the U.S. Department of Education and revised and reported on thereafter.) Each corrective action activity should have a proposed date for completion for that specific activity well before the one-year anniversary of the CPR Final Report.

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Evidence of Completion: The school/district should describe the evidence it will collect in order to document the completion of each of the activities that make up the corrective action. For

example, for a workgroup that is revising a school/district policy, it can collect meeting minutes from the workgroup along with the workgroup's final product, i.e. the revised policy. Training sessions can be documented by copies of the agenASD, the training materials and the participant attendance sheets. In some cases evidence of completion should include evidence of a change in practices as a result of the corrective action. In the example of staff training on the disciplinary procedures under IDEA 2004 for suspensions of students with disabilities beyond 10 days, the evidence of completion could include copies of the results of manifestation determinations conducted consistent with the standard. (Documentation of this evidence of completion will be required by the Department.)

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