



Coordinated Program Review Action Plan

TO: Jeannine Durkin, Acting Superintendent of Schools

FROM: Robin Desmond, Assistant Superintendent Curriculum, Instruction & Assessment *R. Desmond*

DATE: October 12, 2018

RE: *Follow-up to the Coordinated Program Review*

The following report is in response to the motion by Gerry Nutter:

Request Administration to give a presentation to the Committee at the Lowell School Committee meeting on October 17, 2018 around the response for the Coordinated Program Review from the Lowell Public Schools

This report outlines the Coordinated Review Action Plan for the Lowell Public Schools. As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas: Special Education (SE), Civil Rights Methods of Administration and Other General Education Requirements (CR), English Learner Education (ELE) in Public Schools and College and Career and Technical Education (CCTE). The Lowell Public Schools (LPS) underwent a Department of Elementary and Secondary Education (DESE) Coordinated Program Review during the 2017-2018 school year. Following the CPR, the DESE provides a Final Report document for each criterion that it rates “Commendable,” “Partially Implemented,” “Not Implemented,” or “Implementation in Progress,” that explains the basis for the rating. Where criteria are found “Partially Implemented” or “Not Implemented,” districts must propose corrective action to bring those areas into compliance with the relevant statutes and regulations. The DESE provided LPS a report of findings on September 4, 2018. Attached is the Lowell Public School Action Plan document that describes how findings will be addressed. This Action Plan was submitted to the DESE on October 2, 2018.



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To: Russell Johnston, Senior Associate Commissioner
From: Jeannine Mr. Durkin
Date: October 2, 2018
Re: Statement of Assurance

October 2, 2018

As Acting Superintendent of the Lowell Public Schools, I certify that we have received the Coordinated Program Review Corrective Action Plan dated September 4, 2018. We are prepared to execute the Corrective Action Plan as submitted to the DESE on October 2, 2018, and we are prepared to share it with all stakeholders including staff, parent advisory groups and the general public.

Sincerely,

Jeannine Durkin
Acting Superintendent

SPECIAL EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER		
	Legal Standard	
SE 29	<p>Communications are in English and primary language of home</p> <ol style="list-style-type: none"> 1. Communications with parents are in simple and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and familiar with special education procedures, programs, and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented. 2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice and (c) of the steps taken to ensure that the parent understands the content of the notice. 	
	State Requirements	Federal Requirements
	603 CMR 28.07(8)	34 CFR 300.322(e); 300.503(c)
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Student record review and staff interviews indicated that not all important special education documents, such as IEPs, notices, and assessment summaries, are translated into the primary language of the home if such primary language is other than English.

Corrective Action:

Title/Role(s) of Responsible Person(s): Director of Special Education, Assistant Superintendent for Finance

1. The district has asked the teams to reconvene on the students that did not have appropriate translations. At the meeting the parent will receive translated copies of important special education documents that were not translated from the prior meeting. The team will ensure the parent does not have any specific questions and understands the information presented and that all FAPE issues are remediated. A N1 will be generated to summarize the information from the meeting and any questions the parent had. These meetings will be completed by December 7, 2018.
2. By January 11, 2019 the special education department will pull 7 additional files to review to ensure translations have been completed appropriately and provided to the parents within federal and state guidelines.
3. The district has created a form that will be used to document verbal translations if parents request that support. (The form has been included.) The form will be reviewed with all special education administrative staff on the November 16, 2018 whole group staff meeting. By November 23, 2018, the form will be reviewed with all special education teachers and related service providers. The form will be used throughout the district beginning November 26, 2018. A spot check for compliance will take place on January 11, 2019.

4. The district has created a form to review the process for checking languages and interpretation requests in Aspen and how to document the information in EASYIEP. (The form has been included.) This will be shared with all special education administrative, teaching, and related service staff no later than October 12, 2018. During file reviews the Evaluation Team Chairs and Special Education Administration will check this information for accuracy and address any issues with the staff directly.
5. The district will purchase a translation program by October 31, 2018. It will be rolled out to all school based administrative teams by November 16, 2018. The district has created a form to request all translations. (The form has been included.) Two clerks will be trained in how to use the form and translation program by November 9, 2018. The district will use in district translators to check the accuracy of the documents produced. The teams will use the program to translate appropriate special education documents; to ensure the parents are receiving all translated information when they receive English documentation. Data will be collected regarding the effectiveness, ease of data translations and completion time from to be reviewed by the special education administration by January 11, 2019. (The form to collect this data has been included.)
6. The district will continue to examine additional translation programs and funding sources through January 2019. At which point, the district will determine the appropriateness and additional recourses to ensure all documents can be translated quickly, efficiently and accurately. The district will have a plan by March 1, 2019 of any additional supports that will need to be added to ensure all documents are translated. Additional supports will be added to the 2019-2020 budget and implemented for the start of the 2019-2020 school year.

Evidence of Completion of Corrective Action:

1. A NI will be generated to summarize the information from the meeting and any questions the parent had. These meetings will be completed by December 7, 2018.
2. The Special Education Director will complete a file review log on January 11, 2019.
3. The Special Education Director will complete a file review log on January 11, 2019 after a random check of files is completed to ensure compliance. There will also be a sign in sheet and agenda from the training where this was reviewed.
4. There will be a sign in sheet and agenda from the training where this was reviewed.
5. There will be a sign in sheet and agenda to show the implementation discussion. The translation request forms and logs will be submitted to the state by January 11, 2019.
6. The district will include any additional translation software in the 2019-2020 budget.

Description of Internal Monitoring Progress:

1. The Special Education Director will review the files of the specific students and submit the completed forms to the state.
2. The Special Education Director will upload the file review log to the state as evidence. The special education department currently periodically spot checks files. As part of this process the department will provide feedback for teams in terms of translations that will be used to improve practice and for evaluative purposes.
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4. The Special Education Director will upload the file review log to the state as evidence. The special education department currently periodically spot checks files. As part of this process the department will provide feedback for teams in terms of translations that will be used to improve practice and for evaluative purposes.
5. The special education administration will participate in monthly meetings with the translation clerks to ensure compliance and to trouble shoot issues. There will also be spot checks of files for compliance.
6. The Assistant Superintendent of Finance and Director of Special Education will review the results of the translation documentation on a monthly basis and review the district needs.

CRITERION NUMBER		
	Legal Standard	
SE 51	<p>Appropriate special education teacher licensure Except at Commonwealth charter schools, individuals who design and/or provide direct special education services described in IEPs are appropriately licensed.</p> <p>Commonwealth Charter Schools – Special Education Teacher Qualifications To come into compliance with IDEA, Commonwealth charter schools must use “qualified” teachers to provide specialized instruction or have a “qualified” teacher consult with or provide direct supervision for someone who is not qualified but is delivering specialized instruction. This is an IDEA requirement.</p> <p>“Qualified” teachers must hold a valid license in special education or have successfully completed an undergraduate or graduate degree in an approved special education program.</p> <p>Please see additional guidance at: http://www.doe.mass.edu/charter/tech_advisory/07_1.html# (update 2/2011) http://www.doe.mass.edu/charter/sped/staffqualifications.html (update 3/23/2012).</p>	
	State Requirements	Federal Requirements
	M.G.L. c. 71, s. 38G; s. 89(qq); 603 CMR 1.07; 7.00; 28.02(3)	34 CFR 300.156 IDEA § 34 CFR 300.156(a)
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Document review indicated that the district employs one special education teacher who does not have current licensure or an approved waiver.

Corrective Action Plan:

Title/Role(s) of Responsible Person(s): HR Director

Description:

The district has ensured that the district no longer employs the staff member who was not certified at the time of the finding. LPS has a tracking plan to ensure that all staff hold the appropriate certifications or waivers:

1. All hiring forms are submitted to HR prior to a position being offered.
2. HR will verify certifications and/or the need for waivers prior to positions being offered.
3. After October 1 each year HR to ensure that all staff have the appropriate certifications will run a report. This step will be completed by October 30.
4. If a staff member does not hold an appropriate certification they will be notified in writing by the HR department of the corrections that need to be made and the timeline for which the work needs to be completed.
5. Any staff member that does not hold the appropriate certification by the end of the year after receiving the support from HR will be terminated in accordance with union and school department policies.

Evidence of Completion of Corrective Action:

The staff member is no longer working for the district.

Description of Internal Monitoring Process:

The HR department will complete a yearly review of records to ensure compliance as listed above.

CRITERION NUMBER		
	Legal Standard	
SE 52	Appropriate certifications/licenses or other credentials -- related service providers Any person, including non-educational personnel, who provides related services described under federal special education law, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the general or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession.	
	State Requirements	Federal Requirements
	603 CMR 28.02(3),(18)	34 CFR 300.34; 300.156(b)
	Rating: Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Document review indicated that the district employs three social workers who do not have current licensure or approved waivers.

Corrective Action Plan:

Title/Role(s) of Responsible Person(s): HR Director

Description:

1. The district has been working with the 3 staff members who were not certified at the time of the finding. Currently, one of the staff members is appropriately certified and two are pending review with the state. (The documents sent to the staff have been included.)
2. LPS has a tracking plan to ensure that all staff hold the appropriate certifications or waivers:
3. All hiring forms are submitted to HR prior to a position being offered.
4. HR will verify certifications and/or the need for waivers prior to positions being offered.
5. After October 1 each year HR to ensure that all staff have the appropriate certifications will run a report. This step will be completed by October 30.
6. If a staff member does not hold an appropriate certification they will be notified in writing by the HR department of the corrections that need to be made and the timeline for which the work needs to be completed.
7. Any staff member that does not hold the appropriate certification by the end of the year after receiving the support from HR will be terminated in accordance with union and school department policies.

Evidence of Completion of Corrective Action:

One of the staff is appropriately certified. Two of the staff members are pending review. (Please see uploaded documents.)

Description of Internal Monitoring Process:

The HR department will complete a yearly review of records to ensure compliance as listed above.

**CIVIL RIGHTS
METHODS OF ADMINISTRATION (CR)
AND
OTHER RELATED GENERAL EDUCATION
REQUIREMENTS**

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER		
	Legal Standard	
CR 10B	<p>Bullying Intervention and Prevention</p> <ol style="list-style-type: none"> 1. Public schools (including charter schools and collaboratives) must update school handbooks to conform to their updated amended Bullying Prevention and Intervention Plan. The school handbook (and local updated Plan) must be consistent with the amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013. The amendments extend protections to students who are bullied by a member of the school staff. As defined in G.L. c. 71, 37O, as amended, a member of the school staff includes, but is not limited to, an “educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, and advisor to an extracurricular activity or paraprofessional.” The school handbook must make clear that a member of the school staff may be named the “aggressor” or “perpetrator” in a bullying report. 2. School and district employee handbooks must also contain relevant sections of the amended Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member. 3. Each year all school districts and schools must give parents and guardians annual written notice of the student-related sections of the local Plan. 4. Each year all school districts and schools must provide all staff with annual written notice of the Plan. 5. All schools and school districts must implement, for all school staff, professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying. 	
	M.G.L. c. 71, s. 37H, as amended by Chapter 92 of the Acts of 2010. M.G.L. c. 71, s. 37O(e)(1) & (2). M.G.L. c. 71, s. 370(d), as amended.	
	Rating Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Document review and staff interviews indicated that Bullying, Prevention and Intervention professional development provided annually to all school staff does not include the following: 1) developmentally appropriate strategies to prevent bullying incidents; 2) developmentally appropriate strategies for immediate,

effective interventions to stop bullying incidents and 3) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to bullying.

Corrective Action Plan:

1. The Assistant Superintendent of Student Support Services will convene a committee, which will include representatives from elementary, middle, high schools, Special Education and English Learner Education to address findings 1, 2 and 3. The committee will use the Massachusetts DESE Checklist-Required Content of Bullying Prevention and Intervention Plans Under G.L. c. 71 & 370 when reviewing the findings and developing plans.
2. The Committee will identify evidence based resources of developmentally appropriate strategies to prevent bullying incidents and developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents
3. The Committee identified resources that will then be provided to school administrators for staff presentation and dissemination.
4. Information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to bullying will be reviewed by the committee. This complex interaction also occurs differently by developmental level. Thus, it will be important that the committee identifies ways in which this interaction occurs at elementary grades versus middle school grades. The resource information used to address this finding will concurrently be provided to school administrators for staff presentation and dissemination.

Expected Date of Completion for Each Corrective Action Plan:

September 2018: Lowell Public Schools Bullying Prevention and Intervention Plan has been reviewed and updated by the Office of Student Support Services

With input from school based administrators

October 2018: Form committee issue materials for review

November 2018 – January 2019: Committee meets twice

February 2019- March 2019: Committee works continues to refine the response to findings 1, 2 and 3

April 2019 - June 2019 roll out changes to school and staff

June-2019- August 2019: Review 2019-2020 Review annual professional development training to assure CPR findings is addressed

Description of Internal Monitoring Procedures:

The district task force will meet on a quarterly basis to review progress of each Corrective Action Activity. Team members will be responsible for reviewing and reporting out to the Superintendent’s team evidence of implementation and progress using the required Washington checklist form. To ensure compliance, the review process will be further documented through meeting notes and other pertinent data as well as identified next steps.

Title/Role of Person(s) Responsible for Implementation: Nan Murphy, Director of Accountability, Fred McOsker, Assistant Superintendent of Student Support Specialist, Stephen Gervais, Lowell High School, Rosa Segarra- Morales, District Support Specialist for Student Support, Building Principals and Assistant Principals, Teachers, Pina Maggio, Lowell Teacher Academy Coordinator, Jeannine Durkin, Acting Superintendent

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
CR 24	Curriculum review The district ensures that individual teachers in the district 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. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.	
	M.G.L. c. 76, § 5; 603 CMR 26.05(2) as amended by Chapter 199 of the Acts of 2011	
	Rating: Not Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Document review and staff interviews indicated that the district 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; and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.

Corrective Action Plan:

1. District level team consisting of Director of Accountability, Coordinator of English Language Learners, Lowell High School Department Chair for English Language and District Support Specialist for Student Support participated in a sustainable training and coaching program offered through the Department of Elementary and Secondary Education to strengthen the knowledge and skills to support educators in inclusive environments and delivering culturally responsive instruction.
2. Cultural Proficiency Professional Development for Leaders throughout the District will be held in October to enhance the awareness of critical components of proficient schools and educational practices. Embedded in this learning will be the DESE Tool Kit Slides for Universal Standards for Curriculum Review. The district has retained Patti DeRosa, a DESE Cultural Proficiency expert to conduct these professional learning training sessions with district leaders. In addition, Ms. DeRosa will provide leaders with materials to conduct a two hour school-based professional development to deepen understanding and capacity to support students.
3. Cultural Proficiency Professional Development for the entire District’s staff will be held on Tuesday, November 6th. This professional learning will be facilitated by the school leaders using a “train the trainer” format. Embedded in this learning will be the DESE Tool Kit slides for Universal Standards for Curriculum Review. This will ensure that all individual teachers in the district 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. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.

4. Building leaders will provide all staff with the Washington models for the evaluation of bias content in instructional materials. There will be a review of the tool and how to implement the check list for any new materials used outside of the District supplied curriculum.
5. Cultural Proficiency Professional Development for the newly hired staff will be held through the Lowell Teacher Academy in the summer before the start of the school year. This professional learning will be facilitated by the school leaders using a “train the trainer” format. Embedded in this learning will be the DESE Tool Kit slides for Universal Standards for Curriculum Review. This will ensure that all individual teachers in the district 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. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.
6. Development of a taskforce with the District’s level team, building level leaders, curriculum coordinators and teachers to review the use of the rubric to evaluate materials and gage staff understanding to be sure it is implemented.

Title/Role of Person(s) Responsible for Implementation:

Dr. Phala Chea, Coordinator of English Language Education Program, Nan Murphy, Director of Accountability, Fred McOsker, Assistant Superintendent of Student Support Specialist, Stephen Gervais, Lowell High School Department Chair for English Language, Rosa Segarra- Morales, District Support Specialist for Student Support, Building Principals and Assistant Principals, Teachers, Pina Maggio, Lowell Teacher Academy Coordinator, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment and Jeannine Durkin, Acting Superintendent

Expected Date of Completion for Each Corrective Action Plan:

August 2018-May 2019
 October 2018
 November 2018
 November 2018
 August 2019
 Continued ongoing support over time

Description of Internal Monitoring Procedures:

The district taskforce will meet on a quarterly basis to review progress of each Corrective Action Activity. Team members will be responsible for reviewing and reporting out to the Superintendent’s team evidence of implementation and progress using the required Washington checklist form. To ensure compliance, the review process will be further documented through meeting notes and other pertinent data as well as identified next steps.

CRITERION NUMBER			
	Legal Standard		
CR 25	Institutional self-evaluation The district evaluates 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. It makes such changes as are indicated by the evaluation.		
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.07(1),(4) as amended by Chapter 199 of the Acts of 2011		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Elementary and Secondary Education Findings:

Document review and staff interviews indicated that the district has not evaluated all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, sexual orientation, disability or housing status have equal access to all programs, including athletics and other extracurricular activities.

Corrective Action Plan:

1. The Assistant Superintendent of Student Support Services will convene a committee, which will include representatives from elementary, middle, high schools, Special Education, Homeless Liaison, English Learner Education, Coordinator of Special Programs, LHS Coordinator of Student Activities, Coordinator of Family Resource Center and Counsel of Student Support Services
2. The Committee will identify current district initiatives/ surveys that can inform the evaluation process such as Curriculum review, Cultural Competency trainings, Extracurricular offerings and Civil Rights Data Collection and the MA Consortium for Innovative Educational Assessment (MCIEA) survey that was conducted by the Lowell Public Schools in June of 2018.
3. Committee will identify for interview/survey appropriate staff, students, parents and community partners
4. Committee Equity Walk to explore data that shows educational outcomes, exposes gaps between groups of students and analyze distribution of students in programs, including athletics, extracurricular activities, LEP status, IEP/504 plan status, housing status, class size, suspension/ bullying/ restraint reports.
5. Develop an Action Plan and identify survey instrument
6. Final Product to include data collection tools results, data analysis, identified areas of need, root causes, Action Plan for continuous improvement.

Expected Date of Completion for Each Corrective Action Plan:

October 2018: Convene Institutional Review Committee, Identify current district initiatives and develop a procedure to collect existing data.

November 2018 -Submission/presentation of existing data. Identify Community Partners for interviews / surveys

January 2019- Committee Data Walk

February 2019 - Identify a survey instrument using Technical Assistance guide from Massachusetts Department of Elementary and Secondary Education.

March: Determine Survey tool Select a date student / staff survey

May - June 2019: Final Product to include data collection tools, results, data analysis, identified areas of need, root causes, Action plan for continuous improvement.

Description of Internal Monitoring Procedures:

The district task force will meet on a quarterly basis to review progress of each Corrective Action Activity. Team members will be responsible for reviewing and reporting out to the Superintendent's team evidence of implementation and progress using the required Washington checklist form. To ensure compliance, the review process will be further documented through meeting notes and other pertinent data as well as identified next steps.

Title/Role of Person(s) Responsible for Implementation:

Nan Murphy, Director of Accountability, Fred McOsker, Assistant Superintendent of Student Support Specialist, Stephen Gervais,, Rosa Segarra- Morales, Mary Payne and Rocio Camargo-Ruiz District Support Specialists for Student Support, Building Principals and Assistant Principals, Teachers, Robin Desmond, Assistant Superintendent of Curriculum, Instruction, Carolyn Rocheleau Coordinator Special Programs, Paul Schlichtman, Coordinator Of Data Analysis

ENGLISH LEARNER EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	
	Legal Standard	
ELE 5	<p>Program Placement and Structure</p> <ol style="list-style-type: none"> 1. The district uses assessment data to plan and implement educational programs for students at different instructional levels. 2. G.L. c. 71A, sections 4 and 5 require that students classified as ELs be educated either in a Sheltered English Immersion (SEI) program or Two-Way Immersion program (TWI), unless a program waiver is sought for another ELE program model, such as Transitional Bilingual Education (TBE). The requirement to provide English language development services to ELs applies to all districts that enroll one or more EL students. 3. Districts are required to include ESL instruction in the implementation of their ELE program to advance English language development and promote academic achievement of ELs. <p>Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7; 603 CMR 7.15(9)b.; 603 CMR 14.07</p>	
	Rating Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of the Castañeda Three-Pronged Test completed by the district indicated that all English learners (ELs) at proficiency levels 1-2 should receive two periods of ESL instruction and ELs at proficiency levels 3-4 need at least one period of ESL instruction to make adequate progress in English language acquisition. However, interviews and a review of the district documentation indicated that there are students in the district who do not receive ESL instruction regardless of their proficiency levels. The Department determines that ELE services in the district are not always consistent with students' linguistic needs and the district is not consistently implementing its ELE program as described in the Castañeda Three-Pronged Test.

Corrective Action Plan:

1. The Coordinator of English Language Education Program will conduct a meeting with all Lowell Public Schools Administrators and ESL Lead Teachers to share new updates and procedures to ensure that the scheduled amount of direct ESL instruction for each proficiency level is met, so that all English Learners (ELs) receive the recommended amount of ESL instruction provided by ESL licensed teachers as stated in the MA DESE *Guidance on Identification, Assessment, Placement, and Reclassification of English Learners* (October 2017). Monitoring of implementation will take place quarterly by the Coordinator of English Language Education Program, Foreign Languages and EL Department Chair and ESL Lead Teachers and checked by the Assistant Superintendent of Curriculum, Instruction and Assessment on her school visits, and by the Superintendent during the supervision evaluation of school administrators.
2. The Coordinator of English Language Education Program and Curriculum Coordinators of all disciplines, Coordinator of Data Analysis, Director of Accountability and the Assistant

Superintendent of Curriculum, Instruction and Assessment will continue to meet on a regular basis to effectively use assessment data to plan, implement, and monitor educational programs for ELs at different language proficiency levels. The Superintendent will use her monthly All Administrators' meetings with Principals and Central Administrators to closely monitor the academic growth of diverse learners.

3. The district will conduct the *Castañeda Three-Pronged Test* again to monitor progress.
4. The district will ensure that services for students at language proficiency levels 1.0-4.2 are provided appropriately and that their academic progress is monitored regularly. The district takes the responsibility of having ESL licensed teachers deliver direct ESL instruction to ELs seriously and is committed to improving and expanding the hiring process. With that said, as the district is experiencing challenges, the district has designed internal support for securing highly qualified ESL teachers and ESL tutors and has taken definite steps to recruiting diverse teachers. Postings will list "SEI endorsement and ESL license preferred".
5. The Coordinator of English Language Education Program, Foreign Languages and EL Department Chair and ESL Lead Teachers will meet monthly to discuss, monitor and support the English Language Education Program.
6. The district will continue to provide ESL related professional developments to core ESL teachers and core academic teachers to strengthen teaching and learning of ELs supported by highly qualified teachers in order to close the proficiency gap and to improve and support the academic achievement of ELs.

Title/Role of Person(s) Responsible for Implementation:

1. Dr. Phala Chea, Coordinator of English Language Education Program, Stephen Gervais, Foreign Languages and EL Department Chair, ESL Lead Teachers, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment and Jeannine Durkin, Acting Superintendent
2. Dr. Phala Chea, Coordinator of English Language Education Program, Nan Murphy, Director of Accountability, Melissa Newell, Coordinator of Language and Literacy, Jeff Gwiazda, Coordinator of Mathematics, Martha Cohen, Coordinator of Science and Social Studies, and Paul Schlichtman, Coordinator of Data Analysis, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment and Jeannine Durkin, Acting Superintendent
3. Same as #1
4. Same as #1
5. Jeannine Durkin, Acting Superintendent, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment, (TBA), HR Director, Dr. Phala Chea, Coordinator of English Language Education Program, and Stephen Gervais, Foreign Languages and EL Department Chair
6. Dr. Phala Chea, Coordinator of English Language Education Program, Stephen Gervais, Foreign Languages and EL Department Chair, and ESL Lead Teachers
7. Same as #1

Expected Date of Completion for Each Corrective Action Plan:

September-October 2018

Continued ongoing support over time evidenced each quarter

November-December 2018

Continued ongoing monitoring program and need over time evidenced each quarter

Continued ongoing monitoring program and need over time evidenced each quarter

Continued ongoing support over time evidenced each quarter

Continued ongoing support over time evidenced each quarter

Evidence of Completion of the Corrective Action:

1. Meeting notes and agendas of meetings with all Lowell Public Schools Administrators and ESL Lead Teachers to monitor and ensure that ELs receive ESL instruction by ESL licensed teachers determined by their English proficiency level.
2. Meeting notes and agendas of meetings with the Coordinator of English Language Education Program and Curriculum Coordinators of all disciplines, Coordinator of Data Analysis, Director of Accountability and the Assistant Superintendent of Curriculum, Instruction and Assessment to effectively use assessment data to plan, implement, and monitor educational programs for ELs at different language proficiency levels.
3. Administration of the *Castañeda Three-Pronged Test* to monitor progress.
4. Monitoring of student progress by completing/using the EL Student Profile form.
5. Postings will state “SEI endorsement and ESL license preferred”.
6. Meeting notes and agendas of meetings to discuss, monitor, and support the English Language Education Program.
7. List(s) of ESL related professional developments to core ESL teachers and core academic teachers to strengthen teaching and learning of ELs supported by highly qualified teachers in order to close the proficiency gap and to improve and support the academic achievement of ELs.

Description of Internal Monitoring Procedures:

The district CPR team (Superintendent, Assistant Superintendent of Curriculum, Instruction and Assessment, Assistant Superintendent of Student Support Services, ELE Program Coordinator, Director of Special Ed., LHS Headmaster, and LHS Business and Operations Chair) and will meet on a quarterly basis to review progress of each Corrective Action Activity. Team members will be responsible for each of their components and will review and report out to the team citing evidence of implementation and progress using the required monitoring form. To ensure compliance, the review process will be further documented through meeting notes and other pertinent data as well as identified next steps.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT
	Legal Standard
ELE 6	<p>Program Exit and Readiness</p> <ol style="list-style-type: none"> 1. Each school district shall establish criteria, in accordance with Department of Elementary and Secondary Education guidelines, to identify students who may no longer be English learners. 2. The district does not reclassify an English Learner (EL) as Former English Learner (FEL) until he or she is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials. 3. Districts do not limit or cap the amount of time in which an EL can remain in a language support program. An EL only exits from such a program after he or she is determined to be proficient in English.

CRITERION NUMBER	<p style="text-align: center;">ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</p>
	<p style="text-align: center;">Legal Standard</p>
<p>ELE 14</p>	<p>Licensure Requirements</p> <p>Licensure requirements for districts where ELs are enrolled:</p> <ol style="list-style-type: none"> 1. Every district, including every Commonwealth charter school, has at least one teacher who has an English as a Second Language or Transitional Bilingual Education, or ELL license under G.L. c.71, § 38G and 603 CMR 7.04(3). (This requirement does not apply separately to Horace Mann charter schools.) 2. Except at Commonwealth charter schools, <i>every</i> teacher or other educational staff member who teaches ELs holds an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education. 3. Core academic teachers who provide sheltered English instruction to English learners in school districts, including charter schools and education collaboratives, must earn an SEI Teacher Endorsement as set forth in 603 CMR 7.00 and 603 CMR 14.00. Principals, assistant principals, and supervisors/directors who supervise or evaluate such teachers must earn an SEI Teacher Endorsement or SEI Administrator Endorsement as set forth in 603 CMR 7.00 and 603 CMR 14.00. 4. Any core academic teacher who is assigned to provide sheltered English instruction to an EL shall either hold an SEI Teacher Endorsement, or is required to earn such an endorsement within one year from the date of the assignment. Any school district that assigns an EL to a core academic teacher who has a year to obtain an SEI endorsement, shall take all reasonable steps to ensure that such EL is assigned to core academic teachers with an SEI endorsement in subsequent school years. 5. No principal, assistant principal, or supervisor/director shall supervise or evaluate a core academic teacher who provides sheltered English instruction to an EL unless such principal, assistant principal, or supervisor/director holds an SEI Teacher Endorsement or SEI Administrator Endorsement, or will earn either endorsement within one year of the commencement of such supervision or evaluation. 6. Except at Commonwealth charter schools, any director of ELE program(s) who is employed in that role for one-half time or more has a Supervisor/Director license and an English as a Second Language (ESL), Transitional Bilingual Education (TBE) or an ELL license. 7. If a district with 200 or more ELs—including all charter schools with 200 or more ELs—has a director of EL programs, that director must have an English as a Second Language, Transitional Bilingual Education, or an EL license even if he or she is employed in that position for less than one-half time. (This requirement does not apply separately to Horace Mann charter schools.)

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
	Authority: Title VI; EEOA; G.L. c. 71, § 38G, §89(ii); St. 2002, c. 218, §§ 24, 25, 30; 603 CMR 7.04(3), 7.09(3); 603 CMR 7.14 (1) and (2); 603 CMR 7.15(9)(b); 603 CMR 14.07.		
	Rating	Partially Implemented	District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Staff interviews and a review of data from the Educator Licensure and Renewal (ELAR) system indicated that most teachers/tutors who provide ESL instruction hold an ESL license or a current waiver issued by the Department, but some do not. Similarly, not all ESL teachers who provide content instruction to students in the Students with Limited or Interrupted Formal Education (SLIFE) classes at the middle school level hold an appropriate license for the subject matter they teach or a current waiver issued by the Department.

Corrective Action Plan:

1. ESL Teachers teaching Students with Limited or Interrupted Formal Education (SLIFE) classes at the middle school level will be granted a waiver to teach other core content outside of their ESL license.
2. ESL Teachers teaching SLIFE classes at the middle school level will be encouraged to obtain an additional core content license.
3. Core Academic teachers will be encouraged to obtain an ESL license.
4. Students with Limited or Interrupted Formal Education will be integrated into other core academic classes instructed by SEI endorsed core academic teachers.
5. Teaching and tutoring postings will list “SEI endorsement or ESL licensed preferred.”
6. The district’s Lowell Teacher Academy will help provide additional core content courses/workshops to advance the core content knowledge of teachers.

Title/Role of Person(s) Responsible for Implementation:

1. Jeannine Durkin, Acting Superintendent, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment, (TBA), HR Director, Middle School Administrators, and Dr. Phala Chea, Coordinator of English Language Education Program
2. Jeannine Durkin, Acting Superintendent, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment, (TBA), HR Director, Middle School Administrators, and Dr. Phala Chea, Coordinator of English Language Education Program
3. Jeannine Durkin, Acting Superintendent, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment, (TBA), HR Director, and Middle School Administrators
4. Jeannine Durkin, Acting Superintendent, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment, (TBA), HR Director, School Administrators, and Dr. Phala Chea, Coordinator of English Language Education Program
5. Jeannine Durkin, Acting Superintendent, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment, and (TBA), HR Director, School Administrators

6. Jeannine Durkin, Acting Superintendent, Robin Desmond, Assistant Superintendent of Curriculum, Instruction and Assessment, (TBA), HR Director, School Administrators, Pina Maggio, Lowell Teacher Academy Facilitator, and Dr. Phala Chea, Coordinator of English Language Education Program

Expected Date of Completion for Corrective Action Plan:

- Continued ongoing monitoring over time evidenced each quarter
- Continued ongoing monitoring over time evidenced each quarter
- Continued ongoing monitoring over time evidenced each quarter
- Continued ongoing monitoring over time evidenced each quarter
- Moving forward
- Continued ongoing course/workshop offerings over time evidenced each semester

Evidence of Completion of the Corrective Action:

1. Data on licenses and waivers of teachers, and MTEL support.
2. Core content courses/workshops list(s) to advance the core content knowledge of teachers.
3. Data on licenses and waivers of teachers, and MTEL support.
4. Classroom placement/integration of SLIFE students Education to ensure they are receiving core academic instruction by SEI endorsed teachers.
5. Postings of teachers and tutors listing “SEI endorsement or ESL licensed preferred.”
6. Core content courses/workshops list(s) to advance the core content knowledge of teachers.

Description of Internal Monitoring Procedures:

The district CPR team (Superintendent, Assistant Superintendent of Curriculum, Instruction and Assessment, Assistant Superintendent of Student Support Services, ELE Program Coordinator, Director of Special Ed., LHS Headmaster, and LHS Business and Operations Chair) and will meet on a quarterly basis to review progress of each Corrective Action Activity. Team members will be responsible for each of their components and will review and report out to the team citing evidence of implementation and progress using the required monitoring form. To ensure compliance, the review process will be further documented through meeting notes and other pertinent data as well as identified next steps.

COLLEGE, CAREER AND TECHNICAL EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

COORDINATED PROGRAM REVIEW

CORRECTIVE ACTION PLAN
(To be completed by school district/charter school)

Criterion & Topic: CCTE 3 **Partially Implemented**

Department CPR Finding: A review of documents, student records, and interviews indicated that students receive standard grades, tests, and quizzes in all programs. However, most programs do not consistently document the competencies earned by students for all aspects of industry. In many of the district’s Career Technical Education programs, there is no assessment and documentation of the acquisition of employability, management & entrepreneurship and technological knowledge and skills (VTE Frameworks Strands 4, 5 & 6).

Narrative Description of Corrective Action:
The school will download the VTE Strands 4, 5 & 6 from the DESE website. These strands will be used to create targeted checklists that can be shared with all teachers in the pathways. These checklists will then be used to assess students in the pathways.

Title/Role of Person(s) Responsible for Implementation: Roxane Howe, Discipline & Operations Specialist; Stephanie Selvaggio, Department Chair, Science; Sharon Clark, Department Chair, Fine Arts

Expected Date of Completion for Each Corrective Action Activity: May 15, 2019

Evidence of Completion of the Corrective Action:
Checklists created for each pathway with Strands 4, 5, 6 to be used to assess each student

Description of Internal Monitoring Procedures:
Check in after each early release meeting with each pathway on status of creation and implementation of checklists.

CORRECTIVE ACTION PLAN APPROVAL SECTION
(To be completed by the Department of Elementary and Secondary Education)

Criterion: **Status of Corrective Action:**
 Approved Partially Approved Disapproved

Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report Due Date(s):

COORDINATED PROGRAM REVIEW

CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CCTE 6	Rating: Not Implemented
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Department CPR Finding:
The district does not have a Department-approved admission policy which is required under Chapter 74.

Narrative Description of Corrective Action:
The admission policy for the Chapter 74 Marketing Pathway will be created with the use of the DESE Admission Policy template and will be approved by DESE before submission to the Lowell School Committee for final approval. The plan is to get all necessary approval on the admission policy in time for the 19-20 school year course selection process in February 2019.

Title/Role of Person(s) Responsible for Implementation: Roxane Howe, Discipline & Operations Specialist	Expected Date of Completion for Each Corrective Action Activity: 2-1-19
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Evidence of Completion of the Corrective Action:
Policy published in the Course Selection Handbook for the 19-20 School Year and minutes from the school committee meeting approving the admission policy in January 2019.

Description of Internal Monitoring Procedures: Correspondence from DESE and the school related to the admission policy.

CORRECTIVE ACTION PLAN APPROVAL SECTION
(To be completed by the Department of Elementary and Secondary Education)

Criterion:	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
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Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report Due Date(s):

COORDINATED PROGRAM REVIEW

CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CCTE 8	Rating: Partially Implemented
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Department CPR Finding:
Interviews and review of documents indicated that the programs offered by the district do not meet the Perkins IV definition of career and technical education. The career technical education programs do not meet all twelve standards and accompanying measures in the Massachusetts Perkins IV Career and Technical Education Program Checklist. Some programs' curricula do not include: employability knowledge and skills; management and entrepreneurship knowledge and skills; and technological knowledge and skills. All programs lack advisory committees. See CCTE 10.

Narrative Description of Corrective Action:
 The school will use early release time through the year for teachers in the pathways to meet and take corrective action by ensuring that the curriculum maps and lesson plans for the Chapter 74 Marketing Program reflects all strands and that each Perkins pathway specifically lists employability, management & entrepreneurship and technological knowledge and skills in their references (Strands 4, 5, 6).

Title/Role of Person(s) Responsible for Implementation: Roxane Howe, Discipline & Operations Specialist; Stephanie Selvaggio, Department Chair Science; Sharon Clark, Department Chair Fine Arts	Expected Date of Completion for Each Corrective Action Activity: 5-15-19
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Evidence of Completion of the Corrective Action:
 Curriculum maps and lesson plans that reflect the incorporation of all strands in the Chapter 74 Marketing Program and strands 4, 5, 6 in the Perkins Pathway programs.

Description of Internal Monitoring Procedures: Check in after each early release with teachers in the pathways on status of work.

CORRECTIVE ACTION PLAN APPROVAL SECTION
(To be completed by the Department of Elementary and Secondary Education)

Criterion:	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
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Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report Due Date(s):

COORDINATED PROGRAM REVIEW

CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CCTE 10	Rating:
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Department CPR Finding:
Interviews and review of documents indicated that, while the district has had a Perkins advisory committee in the past, it had not met for two years at the time of the review. Consequently, the Chapter 74 approved Marketing Program does not have a Program Advisory Committee, and none of the programs reported as Non-Chapter 74 (Perkins) programs have an advisory. All Perkins programs must verify the labor market for the program with an advisory committee that includes representatives from business/industry and postsecondary education including registered apprenticeship programs (if applicable), and/or the local Workforce Investment Board (WIB).

Narrative Description of Corrective Action:
The school had a general committee as the 17-18 school year ended. This committee will be reconstituted to ensure it includes business representing each of the pathways, organized labor, the local Workforce Investment Board, postsecondary institute, parent/guardian and student. There will be a second advisory board specific to the Chapter 74 Marketing Program.

Title/Role of Person(s) Responsible for Implementation: Roxane Howe, Discipline & Operations Specialist	Expected Date of Completion for Each Corrective Action Activity: 12-15-18
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Evidence of Completion of the Corrective Action:
List of committee members and minutes of meetings

Description of Internal Monitoring Procedures: Making contact via email with targeted members.

CORRECTIVE ACTION PLAN APPROVAL SECTION
(To be completed by the Department of Elementary and Secondary Education)

Criterion:	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
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Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report Due Date(s):

COORDINATED PROGRAM REVIEW

CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CCTE 11

Rating: Partially Implemented

Department CPR Finding:

Interviews and review of documents indicated that not all programs are structured to include employability, management and entrepreneurship, and technological knowledge and skills.

Narrative Description of Corrective Action:

The school will use early release time through the year for teachers in the pathways to meet and take corrective action by ensuring that the curriculum maps for each pathway specifically lists employability, management & entrepreneurship and technological knowledge and skills in their references (Strands 4, 5, 6) and that lessons plans reflect this change.

Title/Role of Person(s) Responsible for Implementation: Roxane Howe, Discipline & Operations Specialist; Stephanie Selvaggio, Department Chair, Science; Sharon Clark, Department Chair, Fine Arts

Expected Date of Completion for Each Corrective Action Activity: 5-15-19

Evidence of Completion of the Corrective Action:

Curriculum maps and lesson plans that reflect the incorporation of strands 4, 5, 6

Description of Internal Monitoring Procedures: Review of work done during early release by the pathway teachers.

CORRECTIVE ACTION PLAN APPROVAL SECTION

(To be completed by the Department of Elementary and Secondary Education)

Criterion:

Status of Corrective Action:

Approved Partially Approved Disapproved

Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report Due Date(s):

COORDINATED PROGRAM REVIEW

CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CCTE 20	Rating: Partially Implemented
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Department CPR Finding:

Narrative Description of Corrective Action:
The school has already addressed the majority of the issues cited and a separate report is being submitted to Dave Edmonds at DESE.

Title/Role of Person(s) Responsible for Implementation: Roxane Howe, Discipline & Operations Specialist; Richard Underwood, Operations and Maintenance Director	Expected Date of Completion for Each Corrective Action Activity: 12-15-18
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Evidence of Completion of the Corrective Action:
Walk through of the facilities

Description of Internal Monitoring Procedures: Coordination with the district facilities manager

CORRECTIVE ACTION PLAN APPROVAL SECTION
(To be completed by the Department of Elementary and Secondary Education)

Criterion:	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
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Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report Due Date(s):

COORDINATED PROGRAM REVIEW

CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CCTE 21	Rating: Partially Implemented
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Department CPR Finding:
A review of documents and instructional equipment by the ESE CCTE safety specialist indicated that not all Career/Vocational Technical Education instructional equipment meets current occupational standards. The Office for College, Career, and Technical Education sent the official Safety Survey Report, which included details specific to each program, to Acting Superintendent Durkin under separate cover.

Narrative Description of Corrective Action: The school has already addressed the majority of the issues cited and a separate report is being submitted to Dave Edmonds at DESE.

Title/Role of Person(s) Responsible for Implementation: Roxane Howe, Discipline & Operations Specialist; Richard Underwood, Operations and Maintenance Director	Expected Date of Completion for Each Corrective Action Activity: 12-1-18
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Evidence of Completion of the Corrective Action: Walk through of the facilities

Description of Internal Monitoring Procedures: Coordination with district facilities manager

CORRECTIVE ACTION PLAN APPROVAL SECTION
(To be completed by the Department of Elementary and Secondary Education)

Criterion:	Status of Corrective Action: <input type="checkbox"/> Approved <input type="checkbox"/> Partially Approved <input type="checkbox"/> Disapproved
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Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report Due Date(s):

COORDINATED PROGRAM REVIEW

CORRECTIVE ACTION PLAN

(To be completed by school district/charter school)

Criterion & Topic: CCTE 22

Rating: Partially Implemented

Department CPR Finding:

Interviews and review of documents indicated that not all technical teachers are aware of the Perkins Act Core Indicator of Performance outcomes, nor do they use Perkins Act Core Indicator data to improve programs and outcomes for students.

Narrative Description of Corrective Action: The early release faculty meetings to address CCTE 3, 6, 8, 11 will also be used to educate the pathway staff of the Perkins Act Core Indicator of Performance Outcomes/Indicators

Title/Role of Person(s) Responsible for Implementation: Roxane Howe, Discipline & Operations Specialist; Stephanie Selvaggio, Department Chair, Science; Sharon Clark, Department Chair, Fine Arts

Expected Date of Completion for Each Corrective Action Activity: 5-15-19

Evidence of Completion of the Corrective Action: Interviews with teachers that demonstrate their knowledge of the Perkins program along with agendas from the early release meetings.

Description of Internal Monitoring Procedures:

Ensure pathway teachers are attending the scheduled meetings.

CORRECTIVE ACTION PLAN APPROVAL SECTION

(To be completed by the Department of Elementary and Secondary Education)

Criterion:

Status of Corrective Action:

Approved Partially Approved Disapproved

Basis for Partial Approval or Disapproval:

Department Order of Corrective Action:

Required Elements of Progress Report(s):

Progress Report Due Date(s):