

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION (ESE)
EDUCATIONAL PROFICIENCY PLAN (EPP) SAMPLE TEMPLATE**

Student: _____ **School:** _____

SASID: _____ **Date:** _____

Current Grade: _____ **Expected Graduation Class:** _____

In conversations with the student, explain why an Educational Proficiency Plan (EPP) is needed and the correlation between the student's future education and career goals and high school coursework. Explain that in most cases the EPP will be in effect for two years or until the student has attained proficiency in English Language Arts and mathematics.

School personnel should indicate the option they will use to document the student's EPP.

- A. _____ Department (ESE) sample EPP template
- B. _____ Massachusetts Career Plan Model,
(Available at <http://www.doe.mass.edu/hsreform/epp>, as is the sample EPP template)
- C. _____ locally developed student plan (by district/school)
- D. _____ software/web portal (e.g., Naviance, Bridges, etc.)

Part I. Student's Courses/Assessments Information
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This Educational Proficiency Plan is for this/these Content Area(s) -- check those that apply:

_____ English Language Arts _____ Mathematics

Please complete the following review using available criteria.

- A. Student high school grades from EPP content area (or all) courses (attach)
- B. Other diagnostic assessment results (attach or list here)
- C. Student or faculty input/recommendations if available (attach)

Student MCAS Pre-Educational Plan Test Data: (Access school data and print out if applicable)

	ELA course and/or assessment	MATH course and/or assessment
MCAS Grade 10 results		
Grade 10 courses		
Other assessment results		

Courses						
	Mathematics	English	Social Studies	Science	Foreign/Modern Language	Elective/Additional Core Class
10th Grade						
11^h Grade						
12th						

Grade						
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Part II. Overall Student Plan (ELA)

ENGLISH LANGUAGE ARTS

(District personnel who piloted the template suggested that this section be filled out based on a conversation with the student regarding his/her career/job or college goals, personal interests, hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)

What does the student see as his/her strengths in ELA in general or on the ELA MCAS test? What strengths does the advisor note?

English Language Arts	Student's Strengths
Student	
Advisor	

What areas of ELA in general or the ELA MCAS test were challenging, or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in ELA?

English Language Arts	Challenges/Areas to Learn
Student	
Advisor	

Please note the grade appropriate courses that will help this student in moving toward proficiency in English language arts and achieving his or her postsecondary goals:

Year	English language arts Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting with the student to evaluate the progress made during his/her junior year and to plan for the coursework during the senior year will take place on _____

Participants at this meeting will include _____

A meeting with the student during his/her senior year will occur on _____

Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to help him/her reach proficiency.

Letter (Date): _____ Phone (Date): _____

In-person meeting (Date): _____ E-mail (Date): _____

Letter (Date): _____ Phone (Date): _____

In-person meeting (Date): _____ E-mail (Date): _____

Part II. Overall Student Plan (Math)

MATHEMATICS

(District personnel who piloted the template suggested that this section be filled out during a conversation with the student regarding his/her career/job or college goals, personal interests hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)

What does the student see as his/her strengths in mathematics in general or on Mathematics MCAS test? What strengths does the advisor note?

Mathematics	Student's Strengths
Student	
Advisor	

What areas of mathematics in general or on the Mathematics MCAS test were challenging or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in mathematics?

Mathematics	Challenges/Areas to Learn
Student	
Advisor	

Please note the grade appropriate courses that will help this student in moving toward proficiency in mathematics and achieving his or her post-secondary goals:

Year	Math Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting with the student to evaluate the progress made during his/her junior year and to plan for the coursework during the senior year will take place on_____

Participants at this meeting will include_____

A meeting with the student during his/her senior year will occur on _____

Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to reach proficiency.

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 In-person meeting (Date): _____ E-mail (Date): _____

Letter (Date): _____ Phone (Date): _____
 In-person meeting (Date): _____ E-mail (Date): _____

PART III: Signatures

EPP Completion Verification Section (required):

This student has completed all requirements of his/her plan **Yes** **No**

Principal or headmaster (or designee) name (printed): _____

Principal or headmaster (or designee) signature: _____ Date:

Student signature: _____

Parent/Guardian signature: _____

Guidance or school advisor signature: _____

Advisor contact name: _____

Phone: _____ E-mail: _____

Many thanks to the coordinators, counselors, and/or teachers from Natick, Pembroke, Salem, Wellesley, Worcester, and Smith Vocational and Agricultural High Schools for their time and help in developing this sample template.

**OPTIONAL SECTION:
SUPPORTS & ADDITIONAL LEARNING OPPORTUNITIES**

List activities/programs that student is taking part in to complete and support this plan (e.g., tutoring, academic support, AVID® [Advancement Via Individual Determination], study groups, etc.):

Describe any other additional courses or supports that the student will participate in to reach or make progress toward proficiency and college and career readiness:

Identify any school or community member who will meet to encourage the student to be successful and well prepared for his or her high school and post-graduation plans.

Name: _____

Please record the type of communication (in-person meeting, email, phone, etc.) and the date:

Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____
Type of Communication: _____	Date: _____

Describe other MassCore recommended additional learning opportunities in which the student will participate:

Additional Learning Opportunity	Grade
Advanced Placement (AP)	
Capstone or Senior Project	
Dual Enrollment: courses taken for both high school and college credit	
Online course for high school or college credit	
Service Learning	
Work-based Learning	