

The background of the slide is a close-up, slightly blurred photograph of a sharpened orange pencil resting on a piece of white graph paper. The pencil is positioned diagonally from the bottom left towards the center. The graph paper has a light gray grid pattern. The overall lighting is warm and soft.

School Improvement Plan

LEVITON DUAL LANGUAGE SCHOOL |

2018-2019

PART 1: GENERAL INFORMATION



Instructions

Review and follow all directions carefully when completing the SIP template. **All sections of the School Improvement Plan must be completed by the school administration in collaboration with the Instructional Leadership Team.** Teams should use the checklists in Part 3 to review the completed plan.

Timeline and Key Dates

ACTION	DEADLINE
1. Administrators review PowerPoint for SIP overview session with ILT	
2. Administrators and ILT develop SIP draft	
3. School teams submit SIP to Dropbox for ZED review	
4. ZED provides feedback	
5. School teams make any necessary revisions	
6. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	

PART 2: SCHOOL IMPROVEMENT PLAN TEMPLATE

Section 1: Cover Page

Instructions: Please complete this cover page by entering the requested information below.

Name of School:	Leviton Dual Language		
School Address:	65 Greenwich St. Providence RI 02907		
School Principal Name:	Javier Montanez Ed.D		
Classification (check one):	☐ SIG Cohort 1 School* ☐ SIG Cohort 2 School* ☐ ESEA Waiver Focus School* ☐ ESEA Waiver Priority School* ☒ None of the above		
ILT/SIT Member Names:	1. Javier Montanez, Ed. D 2. Laurie McKenna-Therrian 3. Jennifer Walker 4. Rafael Gonzalez 5. Alisha Borrelli 6.		
Parent and Community Member Representatives:			
Zone Executive Director Signature:	<i>Susan Chin</i>	Date:	November 7, 2018
School Principal Signature:	<i>Javier Montanez Ed.D</i>	Date:	May 30, 2017 / Revised 11/7/2017 Revised 10/25/2018, November 7, 2018

* **NOTE:** ESEA Waiver schools *must* ensure that their selected interventions are integrated into their improvement plans. See instructions on pages 5 to 7 for details.

***Note:** SIG schools must also ensure their new SIP maintains the original intent from the original SIG SRP.

Section 2: School Demographic Profile

Instructions: Complete the table below by providing enrollment and demographic data for the current (2018-2019) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

Leviton Dual Language Academy						
Demographic Information - SY18-19 Ever Enrolled Students (as of September 20, 2018)						
% Black:	1.1%	% Limited English Proficient (LEP)	56%			
% Hispanic:	91.4%	% Special Education:	9.3%			
% White:	5.4%	% Free/Reduced Meals:	76.7%			
% Other:	2.00%					
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (as of May 1)
Student Attendance Rate:	96.30%	95.30%	94.90%	94.40%	93.50%	94.20%
% of Students Chronically Absent:	8.30%	12.70%	14.70%	16.60%	19.90%	20.50%
Number of In School	0	0	0	0	0	0

Suspensions						
Number of Out of School Suspensions	0	0	0	0	0	0
Total Suspensions:	0	0	0	0	0	0
Teacher Attendance Rate:				TBD	TBD	TBD
NOTE: For SY12-13 - SY14-15 Attendance Rates and Suspensions data are RIDE calculations from InfoWorks! All other data calculated by RPA office.						

Section 2.1a: School Vision

Vision:

Create a culture of students that is bilingual, bi-literate and bi-cultural. Students will be responsible, productive members of the global community.

Mission:

All students will become critical thinkers who meet grade level standards in all content areas in Spanish and English within an environment that is safe, conducive to teaching and learning and adheres to the Guiding Principles of Dual Language Education.

Section 3: School Improvement Strategies and Implementation Timeline

Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island's ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2018.

SMART Goal #1: Insert your LITERACY goal below. Include sub group targets that will help close achievement gaps.

For 2017-18 school year Leviton Dual Language Elementary School STAR Reading and STAR Early Literacy data shows that **53%** of students tested met the SGP goal of 40, broken down as follows:

- **56%** of students who scored UI in BOY
- **58%** of students who scored I in BOY
- **49%** of students who scored OW in BOY
- **50%** of students who scored Approaching Benchmark in BOY
- **51%** of students who scored AT Benchmark in BOY.

By June 2019, our school-wide percent of students meeting an SGP of 40 or higher will increase to **60%** as a result of the following increases:

- UI - **60%** of (81 students = 32% of 253 students) meeting SGP by EOY (increase of 4% from 2017-18)
- I - **60%** of (57 students = 23% of 253 students)meeting SGP by EOY (increase of 2% from 2017-18)
- OW - **54%** of (36 students = 14% of 253 students)meeting SGP by EOY (increase of 5% from 2017-18)
- AP- **55%** of (32 students 13% of 253 students)meeting SGP by EOY (increase of 5% from 2017-18)
- AB - **56%** of (47 students = 19% of 253 students)meeting SGP by EOY (increase of 5% from 2017-18)

As a result of student growth, in grades 3-5, student proficiency levels in PARCC/RICAS ELA will increase by 5 percentage points:

Based on **SY 2016-2017** PARCC **ELA** data, performance level percentages were:

Overall:

Did not meet expectations: 19.3%

Partially: 32.6%

Approaching: 32.6%
Met & Exceeded: 15.6%

ELL Students:

Did not meet expectations: 34.1%
Partially: 31.7%
Approaching: 26.8%
Met & Exceeded: 7.3%

Monitor Year 1:

Did not meet expectations: 4.3%
Partially: 21.3%
Approaching: 42.6%
Met & Exceeded: 31.9%

IEP Students:

Did not meet expectations: 81.8%
Partially: 9.1%
Approaching: 9.1%
Met & Exceeded: 0

Grade ELL/IEP Status	PARCC SY 16-17 (baseline percentages)	RICAS SY 17-18	RICAS SY 18-19 (projected +5% change based on RICAS SY 17-18 data)
Non-EL	23.1%	29%	34%
EL	7.3%	10%	15%
Monitor Year 1	2.1%	17%	22%
IEP	0	0	5%

Using SY16-17 baseline percentages, 2018-19 projections for **ELA** RICAS performance level percentages are as follows:
The percentage of students who are **not meeting expectations** will be less than or equal to 19%.

The percentage of students who are **meeting or exceeding expectations** will be greater than or equal to 21%.
All students who are **partially meeting and approaching expectations** will receive a Student Growth Percentile of 35 or higher.

Non-ELL Students: To increase the number of students who are proficient from 23.1% to 28%.

ELL Students: To increase the number of students who are proficient from 7.3% to 12%.

Monitor Year 1: To increase the number of students who are proficient from 2.1% to 7%.

IEP Students: To increase the number of students who are proficient from 0% to 5%.

The above targets indicate that we are working towards are reflective of a 5% overall proficiency increase from the ELA SY 16-17 **State percentages** of 19.3% of students who did not meet expectations and 15.6% who met or exceeded expectations.

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
1.1	Increase student capacity in reading comprehension and promote authentic collaboration through expanding the ARC implementation to include Lit labs and foundational tool kits in grades 2-3 and the IRLA/ENIL assessment school-wide	100% teachers will participate in the summer ARC training and 8/8 K-3 teachers will implement ARC lit labs with fidelity commencing Sep. 2018-19 in order to build community and routines in which students develop the necessary social awareness and interpersonal skills needed to successfully collaborate 100% of teachers will establish discussion norms using accountable talk sentence stems. K- 3 teachers Participate in 2 imbedded professional development sessions regarding ARC reading program - Oct and Jan	Participation in and exit slips from professional development sessions in August, November, and January Walk-through tracking tool for to be used during classroom observations. Tool will focus lit lab routines that support students in developing the necessary social awareness and interpersonal skills needed to successfully collaborate Participation in and exit slips from bi-monthly literacy CPT sessions Weekly student data and conference monitoring on SchoolPace by literacy coach and principal	Students in 10/14 classrooms will be participating in collaborative discussions showing use of accountable talk sentence stems and questioning. The following percentage of students will meet an SGP of 40 or higher: UI - 58% I - 58% OW - 51.5% AP - 52.5% AB - 53.5%	Walkthrough rubric - once monthly per classroom SchoolPace student assessment tracking tool - weekly STAR Early Literacy and STAR Reading benchmarking - BOY and MOY Intervention progress monitoring conducted by classroom teachers bimonthly or monthly for students in intervention groups	Professional and Technical Services 53000 Supplies and Materials 56000

		- as well as bi-monthly K/1 and 2/3 literacy CPTs to ensure proper implementation. Teachers in grades 2-3 Learn and implement Literacy Lab Structure. Teachers in grades K and 1 continue and refine implementation in order to build community and routines in which students develop the necessary social awareness and interpersonal skills needed to successfully collaborate. SPED teachers and teachers in grades 4-5 utilize IRLA/ENIL assessment system in order to track student progress and identify individual power goals. Conference with individual students at least once per month. 100% of the teachers will Identify and monitor individual student reading levels and plan for and conduct flexible small group	Participation in inter school PLC and implementation of ideas discussed			
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		reading instruction and intervention groups 100% of the K-3 teachers will track student progress on SchoolPace student assessment tracking system and use data for regrouping purposes and to plan for differentiated instruction 100% of the teachers will conference with individual students at least once per month in order to assess progress and determine individual power goals Form PLC partner groups with teachers in grades K-3 together with Fortes and Sackett in order to support ARC implementation with fidelity				
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1.2	Increase student capacity in reading comprehension and promote authentic collaboration through expanding the ARC / Daily Five implementation in SPED and 4-5	6/6 or 100% of the teachers will create a classroom environment conducive to following the rituals and routines of the Daily Five with fidelity in order to support students in developing the necessary social awareness and interpersonal skills needed to successfully collaborate. 5/5 or 100% of the teachers will Plan for and implement differentiated small group instruction and interventions using data and power goals established using the IRLA/ENIL	Walk-through tracking tool for to be used during classroom observations. Tool will focus lit lab routines that support students in developing the necessary social awareness and interpersonal skills needed to successfully collaborate Weekly student data and conference monitoring on SchoolPace by literacy coach and principal	Students in 4/6 classrooms will be participating in collaborative discussions showing use of accountable talk sentence stems and questioning. The following percentage of students will meet an SGP of 40 or higher: UI - 60% meeting SGP I - 60% meeting SGP OW - 54% meeting SGP AP- 55% meeting SGP AB - 56% meeting SGP	Walkthrough rubric - once monthly per classroom SchoolPace student assessment tracking tool - weekly STAR Reading benchmarking - BOY and MOY Specific skills directed intervention progress monitoring conducted by classroom teachers bi-monthly or monthly for students in intervention groups	
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1.3	Students will engage in <u>collaborative discourse</u> through Landmark Implementation	100% of the teachers will implement one Landmark experience of their choice in the first two quarters and one during the second two quarters in order to support students to develop the skills necessary to jointly analyze and/or evaluate each others' work and authentically collaborate to create a project. 100% of the DL teachers will coordinate the implementation of landmark instruction with their DL partners during CPT sessions twice a year.	Authentic collaboration walkthrough rubric - once per teacher per landmark Google teacher survey after each experience asking them to evaluate student collaboration, engagement and learning	75% of students will indicate that throughout the project they participated in collaborative group work during which they felt their ideas were valued, were able to extend their learning, and produced a product that incorporated the ideas of all members of their team.	Google student survey after each landmark for grades 2-5 asking them to describe their experience of collaborating with peers and how that experience affected their learning. K and 1 student paper and pencil drawing/writing reflection asking them to state what they learned and describe how they collaborated with their peers	
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Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island's ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2018.

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.

For 2017-18 school year Leviton Dual Language Elementary School STAR Math data shows that **55%** of students tested met the SGP goal of 40, broken down as follows:

- **80%** of students who scored UI in BOY
- **58%** of students who scored I in BOY
- **73%** of students who scored OW in BOY
- **51%** of students who scored Approaching Benchmark in BOY
- **46%** of students who scored AT Benchmark in BOY.

By June 2019, our school-wide 1st - 5th grade percent of students meeting an SGP of 40 or higher will increase to **60%** as a result of the following increases:

- UI - **85%** of (15 students 8% of 200 students) meeting SGP by EOY (increase of 5% from 2017-18)
- I - **63%** of (37 students 19% of 200 students) meeting SGP by EOY (increase of 5% from 2017-18)
- OW - **78%** of (29 students 15% of 200 students) meeting SGP by EOY (increase of 5% from 2017-18)
- AP- **56%** of (76 students 38% of 200 students) meeting SGP by EOY (increase of 5% from 2017-18)
- AB - **51%** of (43 students 22% of 200 students) meeting SGP by EOY (increase of 5% from 2017-18)

As a result of student growth, student proficiency levels in grades 3-5 in RICAS 2018 Math will increase by 5 percentage points at each grade level.

Based on **SY 2016-2017** PARCC **MATH** data, performance level percentages were:

Overall:

Did not meet expectations: 17.8%

Partially: 30.4%

Approaching: 27.4%

Met & Exceeded: 24.4%

ELL Students:

Did not meet expectations: 22%

Partially: 31.7%

Approaching: 19.5%

Met & Exceeded: 26.8%

Monitor Year 1:

Did not meet expectations: 14.9%

Partially: 25.5%

Approaching: 25.5%

Met & Exceeded: 34.1%

IEP Students:

Did not meet expectations: 72.7%

Partially: 18.2%

Approaching: 9.1%

Met & Exceeded: 0

Grade ELL/IEP Status	PARCC SY 16-17 (baseline percentages)	RICAS SY 17-18	RICAS SY 18-19 (projected +5% change)
Non-ELL	30.7%	29%	34%
ELL	26.8%	17%	23%
Monitor Year 1	0	17%	23%
IEP	0	0%	5%

Using SY17-18 RICAS baseline percentages, 2018-19 projections for **Math** RICAS performance level percentages are as follows:

The percentage of students who are **not meeting expectations** will be less than or equal to 21.5%.

The percentage of students who are **meeting or exceeding expectations** will be greater than or equal to 26%.

All students who are **partially meeting and approaching expectations** will receive a Student Growth Percentile of 35 or higher.

Non-ELL Students: To increase the number of students who are proficient from 29% to 34%.

ELL Students: To increase the number of students who are proficient from 17% to 23%.

Monitor Year 1: To increase the number of students who are proficient from 17% to 23%.

IEP Students: To increase the number of students who are proficient from 0 to 5%.

The above targets indicate that we are working towards are reflective of a 5% overall proficiency increase from the **Math SY 17-18 RICAS results** of 26.5% of total students grades 3-5 who did not meet expectations and 21.2% who met or exceeded expectations.

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
2.1	Increase student capacity in demonstrating understanding of grade level math content through the Implementation of Standards-based instruction in grades K-5 using Eureka Math as a common resource and the District-developed Standards Bundles as a guide for scope and sequence.	12/14 teachers will implement the Eureka Math Program K-5 in both English and Spanish; focusing on the rituals and routines of the program in order to develop a common math language across all grade levels in service of structuring school wide expectations for accountable talk within math discussions 14/14 teachers will participate in grade level, vertical and inter-school lesson study, CPT, classroom visitations to support the consistent use of best practices for providing Learner Driven math instruction 14/14 teachers will Incorporate daily opportunities for high level DOK, Learner Driven activities for students at all achievement levels with an emphasis on low floor/high ceiling open-ended tasks involving student-to-student collaboration (ie. <i>Illustrative Math</i> CCSS tasks, <i>3 Act Tasks</i>, <i>MSP</i> resources from Bank Street) 14/14 teachers will use District-developed Landmarks as Performance Based, quarterly assessments that require	Walk-through tracking tool to be used during classroom observations. Tool will focus on routines that support students in developing the necessary social awareness and interpersonal skills needed to successfully collaborate Participation in and exit slips from bi-monthly math CPT sessions Participation in inter school PLC and implementation of ideas discussed Authentic collaboration walkthrough rubric - once per teacher per landmark	Students in 10/14 classrooms will be participating in collaborative discussions showing use of accountable talk sentence stems and questioning 75% of students will indicate that throughout the project they participated in collaborative group work during which they felt their ideas were valued, were able to extend their learning, and produced a product that incorporated the ideas of all members of their team.	Walkthrough rubric- once monthly per classroom STAR Math progress monitoring for all students between quarters and more frequently as needed and determined by the classroom teachers STAR Math benchmark testing - BOY, MOY, EOY Eureka Math formative (exit tickets, sprints) and summative assessments (mid-module, end-of-module); other teacher-created or program assessments which align to the appropriate scope and depth of the standards Summative End of Unit Landmark activity assessments K-5 Quarterly Interim Assessments K-5	

		students to apply their knowledge and skills to create a product 14/14 of grade level DL teams will collaboratively plan for streamlined Learner Driven instruction in both languages, Quarterly, using the District-developed Grade Level Standards Bundles as a compass for Standards of Focus and pacing. 14/14 teachers will set and post collaborative norms and specific roles for students during collaborative discussions that will support students in developing the necessary social awareness and interpersonal skills needed to successfully collaborate. 14/14 teachers will support learner reflection during and after group work experiences (Problem Sets / Application Problems / Fluency Activities) using graphic organizers that include sentence stems to keep the discussions productive and focused on both individual and group accountability.	Google teacher survey after each experience asking them to evaluate student collaboration, engagement and learning	The following percentage of students will meet an SGP of 40 or higher: UI - 82.5% I - 60.5% OW - 75.5% AP - 53.5% AB - 48.5%	Specific skills directed progress monitoring conducted by classroom teachers bimonthly or monthly for students in each level of small group intervention and enrichment	
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2.2	Increase student capacity to apply their mathematics knowledge and skills within Learner Driven problem solving opportunities through the Implementation of the Math Daily 3 structure in grades K-5 and Special Education Self-Contained classes K-2 & 3-5.	14/14 teachers will participate in Daily 3 professional development trainings at school summer retreat and monthly check-ins during math CPT to help support Learner Driven instruction 14/14 teachers will create a classroom environment conducive to following the rituals and routines of the Math Daily 3 with fidelity in order to support students in developing the necessary social awareness and interpersonal skills needed to successfully collaborate.	Participation in and exit slips from PDs and CPTs Classroom observations conducted by math coach and principal “Daily 3 Classroom Environment Checklist” utilized by principal and math coach Small group and interventions / enrichments planning forms collected BOY and at the end of quarters 1 and 3	75% of students will indicate that throughout the project they participated in collaborative group work during which they felt their ideas were valued, were able to extend their learning, and produced a product that incorporated the ideas of all members of their team. Students in 4/6 classrooms will be participating in collaborative discussions showing use of accountable talk sentence stems and questioning. The following percentage of students will meet an SGP of 40 or higher: UI - 55% I - 49% OW - 48% AP - 65% AB - 47.5%	STAR Math progress monitoring for all students between quarters and more frequently as needed and determined by the classroom teachers STAR Math benchmark testing - BOY and MOY Eureka Math formative (exit tickets, sprints) and summative assessments (mid-module, end-of-module) Summative End of Unit Landmark activity performance based assessments K-5 Quarterly Interim Assessments K-5 Specific skills directed progress monitoring conducted by classroom teachers bimonthly or monthly for students in each level of small group intervention and enrichment	
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2.3	Increase student capacity in collaborative goal setting discussions with teachers and peers resulting in Personalized, data-driven, standards-based and measurable goals for all students.	12/14 teachers will analyze student performance levels on the end-of-unit Eureka Math assessments in order to plan for embedded intervention skills/concepts within the subsequent unit being taught 14/14 teachers will identify individual student entry level to grade level core content through BOY STAR Math and fluency testing and aim to meet the progress projected by Renaissance Learning Instructional Planning Reports 12/14 teachers will provide Learner Driven differentiated core support (intervention/enrichment) within each Eureka Module using multiple data points to set goals and monitor progress 14/14 teachers will conduct individual student data conferencing and cognitive coaching sessions for the purpose of personalized goal setting - monitor individual student achievement category and SGP through STAR Math data analysis (Screening Periods 1, 2, 3 and in between progress monitoring)	Observations during bi-weekly visits and co-teaching opportunities with math coach Participation in and exit slips from monthly math CPT	75% of students will indicate that throughout the project they participated in collaborative group work during which they felt their ideas were valued, were able to extend their learning, and produced a product that incorporated the ideas of all members of their team. The following percentage of students will meet an SGP of 40 or higher: UI - 55% I - 49% OW - 48% AP - 65% AB 47.5%	STAR Math progress monitoring for all students between quarters and more frequently as needed and determined by the classroom teachers STAR Math benchmark testing - BOY and MOY Eureka Math formative (exit tickets, sprints) and summative assessments (mid-module, end-of-module) Summative End of Unit Landmark activity performance based assessments K-5 Quarterly Interim Assessments K-5 Specific skills directed progress monitoring conducted by classroom teachers bimonthly or monthly for students in each level of small group intervention and enrichment	
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Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island's ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2018.

SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.						
By June 2019, our school-wide K - 5th grade will strengthen school identity, community and cohesiveness by building capacity and knowledge around best practices in dual language instruction and by increasing the status of Spanish language among students and staff in order to build a culture of 100% use of Spanish language only in the Spanish language classrooms.						
	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
3.1	Increase staff and students capacity around and commitment to the use of DL best practices	100% of staff will understand and be able to articulate DL best practices 100% of teachers will understand and manifest best	Participation in and exit slips from monthly DL CPT sessions Dual language best practices self-assessment	Students will use Spanish 100% of the time in the Spanish language classroom	Dual language classroom observation checklist monthly	

		practices in dual language partnering relationships 100% of teachers will uphold dual language best practices in individual classrooms and throughout the school 100% of teachers will attend all DL CPTs	completed BOY and EOY Dual language observation checklist			
3.2	Increase staff capacity around and use of Bridging between Spanish and English	All teachers attend DL CPTs around bridging strategies DL teachers participate in data day sessions (Oct, Feb) During monthly DL CPT, teachers will plan and work with partner and other partnerships to reflect on and modify bridging strategies based on current student data at least once per quarter	CPT participation and exit slips DL observation checklist	Students will use Spanish 100% of the time in the Spanish language classroom	DL observation checklist	

3.3	Raise status of Spanish by increasing the number of Spanish language school-wide activities	Teachers will form an activity committee and plan whole school activities	Minutes from activity committee meeting	during Spanish activities, students will speak Spanish 100% of the time	DL observation checklist	
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SMART Goal #4: Insert your ATTENDANCE goal below. Include sub group targets that will help close achievement gaps.

The number of chronically absent students will decrease from 20.5% to 15% which will have a positive impact on overall student attendance with an additional goal of bringing attendance from 94.2% to 95.5%. The number of teachers absent 10 or more days will decrease from 78% to 70%.

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
4.1	● Collect daily attendance rates, ● Send letters home to chronically absent students' parents, ● Make phone calls home, collaborate with SST and Truancy (Sioban) to plan home visits. ● Lead and monitor teachers to be diligent implementing attendance policy,	The attendance team members will lead teachers to implement the attendance policy monthly, monitoring absences of students, and communicate with parents as outlined in the Leviton attendance Policy	Daily monitoring through attendance bulletins and teacher/parent phone call logs and Skyward, Bi-weekly SST/ Attendance team members. Monthly attendance full team meetings, Skyward will produce the documents that will show our progress and we will monitor once per month.	To reduce students who are chronically absent by 5%	Skyward, teacher, student monitoring, front office clerks monitoring AESOP reports	N/A

	● Meet monthly to discuss attendance concerns, ● Have quarterly perfect attendance celebrations with students, perfect attendance. Classroom perfect attendance football grid with incentives (popcorn party) ● Meet monthly to discuss attendance concerns, ● Have quarterly perfect attendance celebrations with students, perfect attendance. Classroom perfect attendance football grid with incentives (popcorn party)					
4.2	Student made attendance posters (self-monitoring classroom attendance). Set monthly targets to meet their quarterly goal. Teachers will track their attendance along with with classroom by	Students and teachers will maintain their attendance poster for chronically absent students.	Daily monitoring through attendance posters, bulletins and teacher/ parent phone call logs and Skyward, Bi- weekly SST/ Attendance team members. Monthly attendance full team meetings, Skyward will	To reduce students who are chronically absent by 5%	Skyward, teacher, student monitoring, front office clerks monitoring AESOP reports	N/A

	being part of the classroom's goal.		produce the documents that will show our progress and we will monitor once per month.			
4.3	"Passing of the flag" Visual tracking of attendance.	Leviton attendance trophies will be passed to the classroom with the highest attendance during morning meeting. Classrooms will display the Trophies outside of their classrooms	Daily monitoring through attendance posters, bulletins and teacher/ parent phone call logs and Skyward, Bi- weekly SST/ Attendance team members. Monthly attendance full team meetings, Skyward will produce the documents that will show our progress and we will monitor once per month.	To reduce students who are chronically absent by 5%	Skyward, teacher, student monitoring, front office clerks monitoring AESOP reports	

PART 3: REQUIREMENT CHECKLISTS

Title I School-wide Program Checklist

Instructions: Complete the Title I School-wide Program checklist to ensure that the school's SIP meets the federal Title I requirements. A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I).

- ☐ **Component 1:** School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **List Page number(s) where this is located:** 8, 12, 13, 17, 20, 21, 23, 25
- ☐ **Component 2:** Use of effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, increase the amount and quality of time (such as providing before and after school and summer programs and opportunities), and include strategies for meeting the educational needs of historically underserved populations. **List Page number(s) where this is located:** 8-14, 17-22, 23-25, 26-28
- ☐ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located:** 8-14, 17-22, 23-25
- ☐ **Component 4:** High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil service personnel, parents, and other staff to enable all children to meet the State's academic achievement standards. **List Page number(s) where this is located:** 8-14, 17-22, 23-25
- ☐ **Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located:** 8-14, 17-22, 23-25
- ☐ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located:** 25, 26
- ☐ **Component 7:** **ELEMENTARY ONLY**-Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs **List Page number(s) where this is located:** n/a
- ☐ **Component 8:** Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **List Page number(s) where this is located:** 8-14, 17-22, 23-25

- ☐ **Component 9:** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance to ensure student difficulties are identified on a timely basis **List Page number(s) where this is located: 8-14, 17-22, 23-25, 26-28**
- ☐ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located: ___n/a_____**

SIG Transformation Element Requirement Checklist (SIG Cohorts 1 and 2 ONLY)

Instructions: Complete the SIG Transformation Element Requirement Checklist to ensure that the school's SIP meets federal School Improvement Grant (SIG) element requirements under the Transformation model.

- ☐ Strategies for teacher and leader effectiveness. **List Page number(s) where this is located: 8-14, 17-22, 23-25**
- ☐ Strategies for comprehensive instructional reform. **List Page number(s) where this is located: 8-14, 17-22, 23-25**
- ☐ Strategies for increased learning time and community oriented schools. **List Page number(s) where this is located: 8-14, 17-22, 23-25, 26-28**
- ☐ Strategies for operational flexibility and sustained support. **List Page number(s) where this is located: 8-14, 17-22, 23-25, 26-28**