

ARLINGTON PUBLIC SCHOOLS

ARLINGTON, MASSACHUSETTS



**BISHOP ELEMENTARY SCHOOL**  
***2021-2024 SCHOOL IMPROVEMENT PLAN***



# Respect, Responsibility, Regard



## **School Council Committee Members**

Mark McAneny, Bishop Principal, Chair

### ***Bishop Faculty:***

Rebecca Bell (5th Grade Teacher and Diversity and Inclusion Group Rep)

Annette Brubaker (4th Grade Teacher)

Eva Liner (Bishop Assistant Principal)

### ***Bishop Parents:***

Mark Davila

Ted Lombardi

Christina Marko (PTO Rep)

***Community Representative:***

Mona Mandal

## **John A. Bishop School Advisory Council**

The John A. Bishop School Advisory Council was established in October 1993 as mandated by the Education Reform Law of 1993. Members of the council consist of the principal, staff representatives, and parent representatives.

The term of teacher and parent members is two years. Elections are held for staff and parent members each year, staggering the election of one and two representatives, so that there will always be veteran members on the council.

In the inaugural year, the advisory council undertook an extensive "Needs Assessment" of the school by surveying parents, teachers, students and community members. The "Needs Assessment" covered diverse topics such as school core values, curriculum, communication, perceptions of the school's culture, and resources. Feedback from the Needs Assessment provided the basis for several long-term goals, which were first outlined in the 1994-95 school improvement plan. A brief summary of the School Council's work and emphasis over the last several years is provided below:

A mission statement and a set of core values were established with input from the Bishop community. Today, we still hold **RESPECT** for others, ourselves, and our surroundings, **RESPONSIBILITY** for our actions and choices we make, and **REGARD** for others and their differences, as our strongest, most meaningful **CORE VALUES**.

Improved communication between members is a key long-term goal of the community. Success in this area has included the publication of **school council improvement plans**, weekly **Bishop Updates**, and the current **Parent/Teacher Organization Website**.

Supporting **diversity** within the school population and supporting an **appreciation of all** cultures, ages, lifestyles, abilities, gender identities, and learning and teaching styles continues to be an important goal for the Bishop school community. Support for this goal has taken many forms: enrichment programs, METCO, grants applied for and awarded to the school, the creation of a Diversity and Inclusion Group, and a staff commitment to embrace this philosophy.

Creating a developmentally appropriate sequential curriculum that fosters respect for **individual differences** and challenges each child to reach their maximum potential is also an important goal. This initiative has been fostered by the introduction of targeted professional development, hiring of outside curriculum specialists, and the current delivery and facilitation of the Common Core Standards.

## JOHN A. BISHOP SCHOOL



The Bishop School currently has approximately 390 students enrolled in 19 classrooms - kindergarten through grade five. Class sizes range between 18-24 students.

Bishop participates in the Metropolitan Council for Educational Opportunities program (METCO). There is also a private, extended after school program, BrightStart, which runs from 2:30pm- 6:00pm, available on site.

The **Bishop School Parent Teacher Organization** is an active group involved in a variety of ways throughout the school, and community. PTO committees, chaired by parents, support the children and staff. Funds raised during the year support curriculum related materials for the Bishop staff and children, enrichment programs, and grants. Parents are also involved in the classroom supporting students and teachers on a daily basis.

# BISHOP SCHOOL

## VISION

We aspire for students to continually gain confidence in their individual learning abilities and styles so that they can grow and develop as active learners. We motivate our students to respect each other's differences, encouraging them to care for each other in the learning process so that each child feels nurtured as an individual and valued as a member of the school community. We create an environment where children can learn to understand and appreciate the **diversity of cultures, lifestyles, beliefs and world views.**

## MISSION

All members of the Bishop community are challenged to meet very high behavioral and academic performance standards. We are committed to teaching **cooperative problem solving, critical thinking and independent learning skills.** We endeavor to keep our curricula current and aligned to the state standards. We are committed to meeting individual needs through developmentally appropriate challenges and providing the resources for staff to achieve this goal. **We demonstrate an appreciation for differences by integrating diversity into the curriculum.**

## CULTURE

The Bishop School is the center of a community that is proud of its collegial, cooperative, supportive culture. We integrate into the classroom the diversity of strengths, perspectives, lifestyles, and worldviews that children and parents bring from their different cultures. The school builds a community for our students that includes a strong partnership between home and school, and uses all the resources within the family, the school and the town.

## **2020-21 Enrollment Information**

### ***Enrollment by Race/Ethnicity***

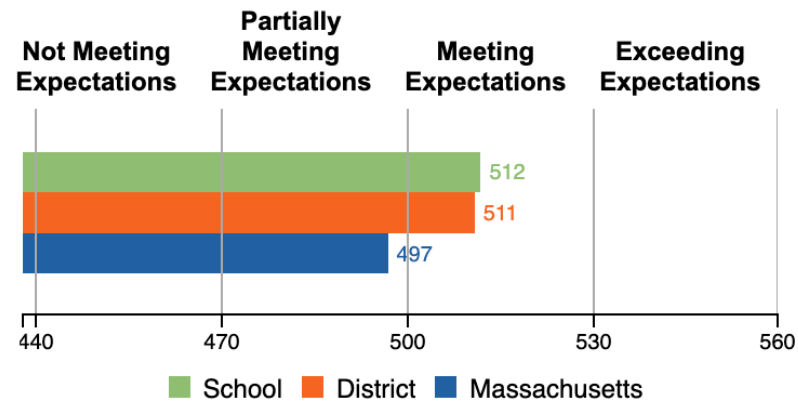
<b>Race</b>	<b>% of School</b>	<b>% of District</b>	<b>% of State</b>
<b>African American</b>	2.9	3.4	9.3
<b>Asian</b>	15.0	13.1	7.2
<b>Hispanic</b>	3.1	6.2	22.3
<b>Native American</b>	0.0	0.1	0.2
<b>White</b>	68.5	69.9	56.7
<b>Native Hawaiian, Pacific Islander</b>	0.5	0.1	0.1
<b>Multi-Race, Non-Hispanic</b>	10.0	7.3	4.1

### ***Selected Population***

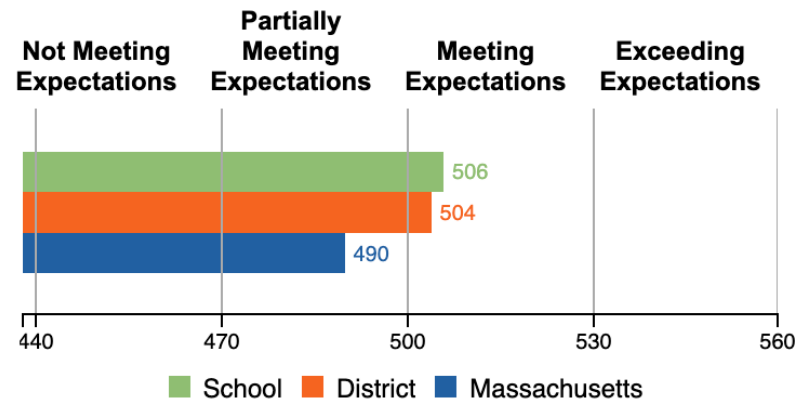
<b>Title</b>	<b>% of School</b>	<b>% of District</b>	<b>% of State</b>
<b>First Language not English</b>	11.3	11.9	23.4
<b>English Language Learner</b>	5.8	4.1	10.5
<b>Students With Disabilities</b>	10.0	15.7	18.7
<b>High Needs</b>	20.5	26.4	51.0
<b>Economically Disadvantaged</b>	5.0	9.1	36.6

## **Data Analysis**

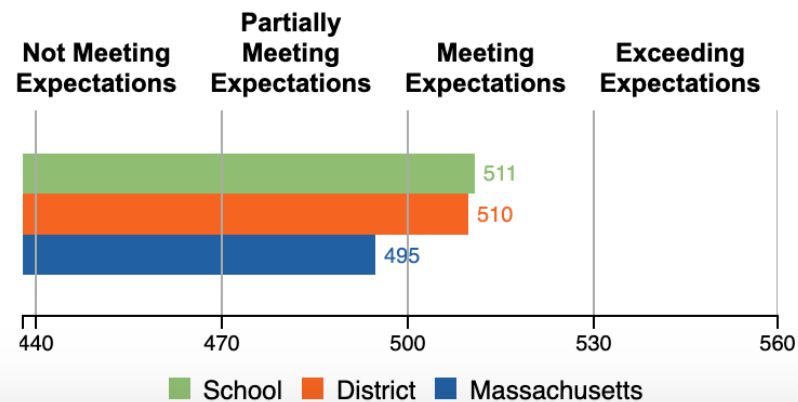
### English Language Arts - Grades 3 - 8



### Mathematics - Grades 3 - 8



### Science and Tech/Eng - Grades 5 & 8



## Bishop ELA Grades 3-5 - SPRING 2019

% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Mean SGP	N Included in Mean SGP	Achievement Percentile
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High Needs Status									
High Needs	38	6	32	38	60	499.5	47	39.0	79
Non-High Needs	82	21	61	23	18	516.5	163	47.0	77

## Bishop Mathematics 3-5 SPRING 2019

% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Mean SGP	N Included in Mean SGP	Achievement Percentile
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High Needs Status									
High Needs	41	9	33	49	52	498.2	46	54.0	83
Non-High Needs	74	18	56	35	25	515.9	163	64.0	84

## Bishop Science Technology and Engineering Grade 5 SPRING 2019

% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Achievement Percentile
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High Needs Status							
High Needs	47	12	35	24	41	499.6	83
Non-High Needs	88	31	58	17	12	520.6	92



## Bishop MCAS Results by Subgroup - DESE

<b>APS Instructional Objective I</b> <b>Bishop Leadership will improve the School practice of focusing on students identified as High Needs through collaborative team planning and student data analysis.</b>	
<b>Bishop Strategic Initiative 1:</b> Bishop school staff, personnel, and administration will engage in data analysis with the focus on High Needs students compared to the Bishop aggregate.	
<b>Action Steps:</b> Bishop Staff will meet in data teams once a week to identify specific High Needs students through micro data analysis, identify content areas of needed improvement compared to the Bishop aggregate, and to develop action plans and interventions to ultimately increase student achievement, narrowing the achievement gap that currently exists.	<b>Responsible Teams and People:</b> Bishop Administration Grade Level Teams Support Staff Service Providers Curriculum Directors Coaches and Interventionists
Bishop Administration will collaborate with District Curriculum Leaders and Coaches to ensure attendance during weekly data team meetings and resources to support grade level teams' efforts.	Bishop Administration District Curriculum Leaders and Coaches
<b>Bishop Strategic Initiative 2:</b> Grade level data teams will use data analysis to inform the development of Student Learning and Professional Practice Goals within specific content areas related to Bishop's High Needs Subgroup	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>- Teams attend school-based ACE meetings, weekly</li> <li>- Teams agree on specific Student Learning and Professional Practice Goals as they relate to the school-wide focus</li> <li>- Teams will collaborate when writing specific action plans related to this Bishop Student Learning Goal</li> </ul>	<b>Responsible Teams and People:</b> Bishop Administration Grade Level Teams Service Providers
Outcomes and Benchmarks	
<b>Description:</b> <ul style="list-style-type: none"> <li>- The academic achievement gap that currently exists at Bishop will begin to narrow over a three year period</li> </ul>	<b>Target:</b>

<ul style="list-style-type: none"> <li>- Specific Students' assessment scores will begin to show an upward trend</li> </ul>	
Professional Development to Support Objective 1	
<ul style="list-style-type: none"> <li>- Bishop Classroom Teachers, Teaching Assistants, and Special Education Staff will consult with Math and Literacy Coaches for the purpose of meeting the needs of ALL students through collaboration and attending specific District Professional Development, facilitated by APS coaches</li> <li>- Staff training on how to read disaggregated student data for the purpose of informing instruction and interventions</li> <li>- Appropriate PD in curriculum and intervention programs/approaches related to the specific focus of each team</li> <li>- Ongoing ACE (Assess, Collaborate, Execute) time built into the daily operation schedule</li> </ul>	
District Resources to Ensure Success	
<ul style="list-style-type: none"> <li>- Full time District/School specialists to support ACE block times</li> <li>- A comprehensive, reliable District Data Collection System and Platform</li> </ul>	
<p style="text-align: center;"><b>Instructional Objective 2</b>  <b>Literacy - Data Analysis</b>  <b>Bishop's Literacy team will strengthen their collaborative relationships with Bishop Leadership, Service Providers, and Grade Level Teams through the use of assessments to plan instruction collaboratively</b></p>	
<b>Strategic Initiative 1:</b> Review literacy data that staff have collected from District assessments. Capture experiences from teachers regarding their support of students to be used to inform the administrative lens for this work.	
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>- Offer the context for the work - How reading develops &amp; the importance of screening tools like DIBELS at K-2 in catching students before they fail.</li> <li>- Provide an overview of the Multiple Tiered Systems of Support model including the roles of various stakeholders.</li> <li>- Focus on data team meetings - format, outcomes, etc.</li> <li>- Discuss the nature of data collected at each grade level and its relationship to reading development.</li> <li>- Model data meeting for Kindergarten level.</li> <li>- Share a schedule of future data team meetings and data collection time.</li> </ul>	<p>Responsible Teams and People:</p> <p>Bishop Administration  Bishop Classroom Teachers  Service Providers</p>
Outcomes and Benchmarks	

Description: Identified High Needs students' academic achievement scores will begin to show positive progress, narrowing the gap that currently exists compared to the aggregate	Target:
Professional Development to Support Objective 2	
Grades K,3 - Trained in DIBELS Grades K-2 - Trained in Heggerty Phonics Grades k-5 - Ongoing collaboration looking at Reading data to inform instruction	
District Resources to Ensure Success	
<ul style="list-style-type: none"> <li>- Full-time specialists in each building</li> <li>- Curriculum Resources and supports</li> <li>- Access to Curriculum Directors</li> </ul>	
<b>Equity and School Culture Objective 3</b> <b>For students to become better self-directed learners, Bishop staff will develop a schoolwide plan to address the different components of social emotional learning in our school including: curriculum commitments, school-wide behavior expectations, stronger progress monitoring for tracking all students' growth, and a schedule that promotes play and healthy social learning opportunities.</b>	
<b>Bishop Strategic Initiative 1:</b> Bishop school staff, personnel, and administration will engage in training to begin to utilize PBIS (Positive Behavioral Interventions and Supports) practices to articulate our School Wide expectations in a safe, supportive and equitable manner.	
Action Steps: Monthly PBIS meetings with trainers <ul style="list-style-type: none"> <li>- Bi monthly Bishop PBIS team meetings</li> <li>- PBIS trainings with Bishop team from PBIS staff</li> <li>- Professional Development for staff during faculty meetings, October, December, January, March, and May</li> <li>- Creation of School Wide Expectations Matrix and lesson plans to teach students school wide expectations</li> <li>- Creation of school wide incentives</li> </ul>	Responsible Teams and People: School-Based PBIS Planning Team Administrators District SEL Director District DEI Director Bishop Staff and Community
<b>Strategic Initiative 2:</b> All Bishop Staff will enroll, engage, and complete the District's Anti-Racist Training (IDEAS) course	
Action Steps:	Responsible Teams and People:

<ul style="list-style-type: none"> <li>- District Administration will offer IDEAS courses twice a year</li> <li>- Staff who require IDEAS training are identified and encouraged to sign up</li> </ul>	District Leadership SEL Director Bishop Staff
<b>Strategic Initiative 3:</b> Bishop staff and community will utilize varied opportunities to collaborate around the academic, social emotional, and safety expectations and growth targets for our children by improving our use of technology and increasing parent participation in educational initiatives.	Bishop Diversity, Inclusion, and Equity group Bishop Rainbow Alliance Facilitators
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>- Establish a Rainbow Alliance at the Bishop School to support and promote inclusion and acceptance for LGBTQIA students, staff, and caregivers.</li> <li>- Create and distribute a community survey to better understand the experiences and needs of students, staff, and caregivers when it comes to inclusion and anti-racist/culturally responsive approaches at the Bishop School.</li> <li>- Hold monthly meetings to build community among Bishop caregivers and to provide an opportunity for caregivers and staff to connect, share, and discuss topics related to diversity and inclusion in APS and the town of Arlington.</li> <li>- Maintain a website and email distribution list to share information with the community.</li> <li>- Participate in town wide diversity and inclusion task forces and initiatives.</li> <li>- Advocate for increased translation services for ELL families and increased consideration for hiring staff of color at the Bishop School.</li> <li>- Run a DIG book club for K-5 students and their caregivers.</li> <li>- Increase and diversify forms of communication to caregivers.</li> </ul>	
Outcomes and Benchmarks	
<p>Description:</p> <p>By June 2022, Bishop students and families will be presented with a schoolwide plan that articulates the Bishop Elementary approach to social emotional learning, targeting the components that affect curriculum and behavior management.</p>	<p>Target:</p>

Professional Development to Support **Equity and School Culture Objective**

For students to positively achieve academically, Bishop staff will effectively utilize professional development time to learn and master best practices in pedagogy and curriculum in order to progress towards shared goals, particularly in the areas of anti-racism, science, technology, engineering, reading, art, mathematics, and addressing implicit bias.

District Resources to Ensure Success

- Continued support for all programming related to Social Emotional Learning - Sustainability
- SEL built into the District Professional Development Calendar
- IDEAS course/program sustainability, to include a Train the Trainer model

**Management and Operations Objective 4**

Strategic Initiative 1: Onboard Newly Hired Administrative Assistant at Bishop

Action Steps:

- Provide Administrative Assistant with the necessary training in Powerschool, Munis, and other District platforms

Responsible Teams and People:

District Administration  
Bishop Administration  
Bishop Administrative Assistant

Strategic Initiative 2: Maintain Current Building Assessments and Remediations

Action Steps:

- Consistent communication and collaboration with APS Facilities Department

Responsible Teams and People:

Bishop Administration  
APS Facilities Director  
APS CFO  
APS Superintendent

Outcomes and Benchmarks

Description:

- Bishop's front office management becomes high functioning and supportive to the Bishop community
- Maintained collaborative and supportive relationship with the APS Facilities Department

Target:

Professional Development to Support Objective 1

Ongoing support from various District departments and support staff

District Resources to Ensure Success

- Access to District Facilities Team
- District