

ARLINGTON PUBLIC SCHOOLS

ARLINGTON, MASSACHUSETTS



BISHOP ELEMENTARY SCHOOL
2021-2024 SCHOOL IMPROVEMENT PLAN



Respect, Responsibility, Regard



Instructional Leadership Team Members

Mark McAneny, Bishop Principal ~ **Eva Liner**, Assistant Principal ~ **Rebecca Bell**, Teacher ~ **Dorothy Schuette**, Teacher ~
Emily Veader, Math Coach ~ **Carolyn Gaffey**, Math Coach ~ **Maria Amato**, Literacy Coach ~ **Richelle Smith**, METCO Director ~
Carla Bruzzese, English Language Learner Director - **Kristin Burke**, Special Education Coordinator

The **Bishop Instructional Leadership Team** is the primary mechanism for **implementing distributive leadership within the school**, expanding the impact of the vision and goals for student outcomes beyond the principal to other stakeholders. The ultimate mission of the Bishop ILT is **to improve instruction by focusing on student learning and achievement, as well as build teacher capacity through differentiated support.**

JOHN A. BISHOP SCHOOL



The Bishop School currently has approximately 400 students enrolled in 19 classrooms - kindergarten through grade five class sizes range between 20-25 students

Bishop participates in the Metropolitan Council for Educational Opportunities program (METCO). There is also a private, extended after school program, BrightStart, 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.

APS Vision Statement

The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

APS Mission

APS Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

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 a sense of belonging as an individual and **valued as a member of the school community**.

MISSION

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.

2022 Enrollment Information

Enrollment by Race/Ethnicity

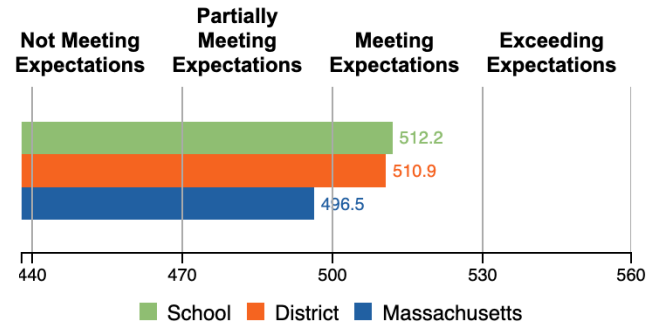
Race	% of School	% of District	% of State
African American	3.1	3.4	9.3
Asian	14.6	12.9	7.2
Hispanic	3.8	6.5	23.1
Native American	0.0	0.0	0.2
White	68.2	69.6	55.7
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	10.3	7.6	4.3

Selected Population

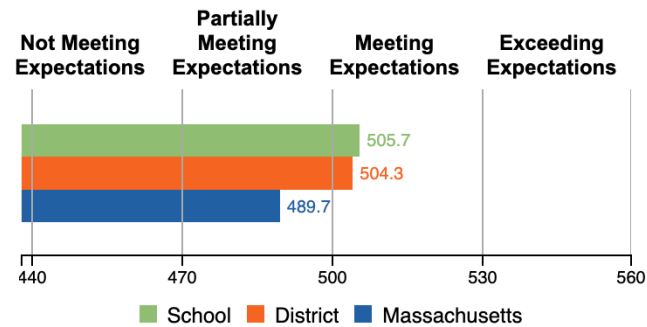
Title	% of School	% of District	% of State
First Language not English	13.3	12.0	23.9
English Language Learner	6.9	4.2	11.0
Students With Disabilities	10.3	15.9	18.9
High Needs	22.1	27.9	55.6
Low Income	6.7	11.5	43.8

MCAS - Data Analysis - 2022

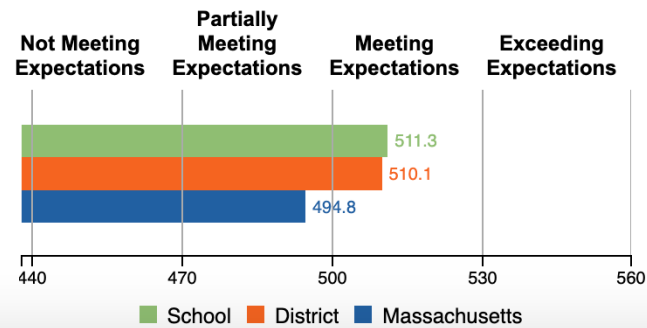
English Language Arts - Grades 3 - 8



Mathematics - Grades 3 - 8



Science and Tech/Eng - Grades 5 & 8



2019 - 2022 MCAS - Comparative Data Analysis - Non-High Needs vs. High Needs

Bishop ELA Grades 3-5 - SPRING 2019

High Needs Status	% Meeting or Exceeding Expectation	% Exceeding Expectations	% Partially Meeting	% Not Meeting Expectations	N Students Include
High Needs	38	6	2	60	47
Non-High Needs	82	21	0	18	163

Bishop ELA Grades 3-5 - SPRING 2022

High Needs Status	% Meeting or Exceeding Expectation	% Exceeding Expectations	% Partially Meeting	% Not Meeting Expectations	N Students Include
High Needs	45.7	8.7	43.5	10.9	46
Non-High Needs	73.7	14.5	23.7	2.6	194

2022 -28% difference compared to 2019 at -44%

(16% decrease in the achievement gap between High Needs and Non-High Needs)

Bishop Mathematics 3-5 SPRING 2019

High Needs Status	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	N Students Included
High Needs	33	9	53	7	46
Non-High Needs	74	18	35	25	163

Bishop Mathematics 3-5 SPRING 2022

High Needs Status	% Meeting or Exceeding Expectation	% Exceeding Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	N Students Include
High Needs	51.1	4.3	36.2	12.8	47
Non-High Needs	73.8	16.4	23.1	3.1	195

2022 -9.7% difference compared to 2019 at -18%

(8.3% decrease in the achievement gap between High Needs and Non-High Needs)

Bishop Science Technology and Engineering Grade 5 SPRING 2019

High Needs Status	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	N Students Included
High Needs	47	12	24	41	17
Non-High Needs	88	31	17	12	52

Bishop Science Technology and Engineering Grade 5 SPRING 2022

High Needs Status	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	N Students Included
High Needs	46.7	6.7	33.3	20	15
Non-High Needs	74.6	22.2	20.6	4.8	63

2022 -27.9% difference compared to 2019 at -41%

(13.1% decrease in the achievement gap between High Needs and Non-High Needs)

Bishop MCAS Results by Subgroup - DESE

Instructional Objective I

Bishop Leadership will improve the School practice of focusing on students identified as High Needs through collaborative team planning and student data analysis.

Alignment to District Strategic Goals

Ensuring Equity and Excellence: The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.

Bishop Strategic Initiative and Actions Steps

Initiative 1 - : Bishop school staff, personnel, and administration will continue to improve outcomes for students categorized as high-needs through a focus on common data sets, flexible interventions, and teacher/ILT/coaching feedback cycles

Action Steps: 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.	Responsible Teams and People: Bishop Administration Grade Level Teams Support Staff Service Providers Curriculum Directors Coaches and Interventionists	Completed By: Ongoing; multi-year effort
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	Ongoing; multi-year effort
Initiative 2: 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		
Action Steps: <ul style="list-style-type: none"> - Teams attend school-based ACE meetings, weekly - Teams agree on specific Student Learning and Professional Practice Goals as they relate to the school-wide focus - Teams will collaborate when writing specific action plans related to this Bishop Student Learning Goal 	Responsible Teams and People: Bishop Administration Grade Level Teams Service Providers Coaches Interventionists	Ongoing; multi-year effort
Outcomes and Benchmarks		
Description: <ul style="list-style-type: none"> - The academic achievement gap that currently exists at Bishop will continue to narrow over a three year period - Specific Students' assessment scores will begin to show an upward trend 	Outcomes: MCAS Referenced Percentages <ul style="list-style-type: none"> - By the Spring of 2024, the student achievement gap will have narrowed by 20% across all content areas. - 65% of High Needs Students will score within the Meeting or Exceeding expectations in ELA (MCAS) - 71% of High Needs Students will score within the Meeting or Exceeding expectations in Mathematics 	

		- 66% of High Needs Students will score within the Meeting or Exceeding expectations in Science, Technology, and Engineering
District Resources to Ensure Success		
<ul style="list-style-type: none"> - Full time District/School specialists to support ACE block times - A comprehensive, reliable District Data Collection System and Platform - Full time building based coaches 		
Instructional Objective 2 Literacy and Mathematics - Data Analysis Bishop's Literacy and Math teams will strengthen their collaborative relationships with Bishop Leadership, Service Providers, and Grade Level Teams through the use of assessments to plan instruction collaboratively		
Alignment to District Strategic Goals Valuing All Staff: The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.		
Bishop Strategic Initiative and Actions Steps		
Initiative 1: Monthly review of literacy and math data that staff have collected from District assessments. Capture real time experiences from teachers regarding their support of students to be used to inform the administrative lens for this work in order to drive Bishop's Instructional Leadership Team's goal and focus		
Action Steps: Literacy and Math <ul style="list-style-type: none"> - Offer the context for the work - How reading and math develop & the importance of screening tools like DIBELS or math fluency screeners at K-3 in catching students before they fail. - Analyze DIBELS and math fluency data to identify students who need targeted, explicit phonics or math instruction. Use this data to implement small group phonics routines using decodable texts in Grades K-3 and tier 1 supports and push in and pull out math intervention. 	Responsible Teams and People: Bishop Administration, Bishop Classroom Teachers, Service Providers, Instructional Coaches and Interventionists	Completed By: Ongoing - Multi-year

<ul style="list-style-type: none">- Provide an overview of the Multiple Tiered Systems of Support (MTSS) model including the roles of various stakeholders.- Discuss the nature of data collected at each grade level and its relationship to reading and math development.- Analyze data from unit pre/post assessments in reading and Unit assessments in 3-5 grade in math, as well as other student work, and use this data to create and implement small group, differentiated instruction- <u>Give teachers opportunities to observe differentiated instruction in each other's classrooms, focusing on ways to support our high needs population in both reading, writing and math..</u>		
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	Outcome: <ul style="list-style-type: none">- 85% of High Needs Students will meet benchmark in DIBELS by third grade- 85% of High Needs Students will meet benchmark in Math Fluency for foundational facts by third grade for addition/subtraction and fifth grade for multiplication/division.- 65% of High Needs Students will score within the Meeting or Exceeding expectations in ELA (MCAS)- 71% of High Needs Students will score within the Meeting or Exceeding expectations in Mathematics	
District Resources to Ensure Success		
<ul style="list-style-type: none">- Full-time specialists in each building- Full time building based coaches		

- Curriculum Resources and supports
- Access to Curriculum Directors, Coaches, and Interventionists

Instructional Objective 3
Restructuring of Bishop's English Language Learner Service Delivery Format
Bishop's ELL teaching team will revise the service delivery model for ELLs to ensure that all levels of learners receive the appropriate and inclusive EL instruction

Alignment to District Strategic Goals
 Ensuring Equity and Excellence: The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution

Bishop Strategic Initiative and Actions Steps

Initiative 1: Restructuring of Bishop's ELL service delivery model

Action Steps: <ul style="list-style-type: none"> - Specific Bishop ILT members and EL team to conduct classroom walkthroughs for the purpose of defining a baseline in order to establish an effective ELL service deliver model - ELL team will attend grade level ACE blocks - Plan professional development targeting inclusive EL practices in the general educational classroom 	Responsible Teams and People: Bishop ELL Teachers Administration ELL Director Bishop ILT	Completed By: June, 2024
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Outcomes and Benchmarks

<p>Description: Bishop's ELL student population has doubled since 2017, creating the need to increase the FTEs in this position.</p> <p>Bishop's increased EL team can now focus on the service delivery model that favors an inclusive practice, with the purpose of providing appropriate classroom and language acquisition support.</p> <p><u>Bishop ELL Longitudinal Data 2017-2022</u> <u>2022 Bishop Access Report</u></p>	<p>Outcome: By September of 2022, Bishop's ELL teaching team will have increased to 2.0 FTEs</p> <p>In 2022, 53% of Bishop's ELL students have made progress in Access - By June of 2023, 70% of Bishop's ELLs will score in the making progress range</p>
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District Resources to Ensure Success		
<ul style="list-style-type: none"> - Continued District support for a fully staffed ELL program - Provide Co-Teaching PD for classroom and EL Teachers 		
<p align="center">Equity and School Culture Objective 4</p> <p>For students to become better self-directed learners, Bishop staff will develop a schoolwide plan to implement the different components of social emotional learning in our school including: anti-racists 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.</p>		
<p align="center">Alignment to District Strategic Goals</p> <p>Ensuring Equity and Excellence: The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.</p>		
Bishop Strategic Initiative and Actions Steps		
<p>Strategic Initiative 1: Bishop will develop an Instructional Leadership Team with teacher representatives, instructional coaches, district staff including directors, and building administration.</p>		
<p>Action Steps:</p> <ul style="list-style-type: none"> - The mission of the Bishop ILT is to improve instruction by focusing on student learning and achievement, as well as build teacher capacity through differentiated support. - The Instructional Leadership Team will utilize Learning Walks with other ILT members and building educators as an opportunity to share practice and strengthen k-5 educator relationships. 	<p>Responsible Teams and People:</p> <p>K-5 teachers, Coaches and Interventionist ILT Members Administration</p>	<p>Completed By:</p> <p>Ongoing - Multi-year</p>
<p>Initiative 2: Bishop school staff, personnel, and administration will engage in training and continue to utilize PBIS (Positive Behavioral Interventions and Supports) practices to articulate our School Wide expectations in a safe, supportive and equitable manner.</p>		
<p>Action Steps:</p> <ul style="list-style-type: none"> - Bi monthly PBIS meetings with trainers and Bishop PBIS team meetings 	<p>Responsible Teams and People:</p> <p>School-Based PBIS Planning Team,</p>	<p>Completed By:</p> <p>Ongoing - Multi-year</p>

<ul style="list-style-type: none"> - Professional Development for staff during faculty meetings throughout the year - Continue the school wide incentive program with Blue Bishop Tickets - Revise program as needed, and begin data collection process - Elicit feedback from students, staff, and families - Second Step classroom curriculum delivery 	Administrators, Social Worker, Bishop Staff and Community	
Initiative 3: All Bishop Staff will engage and complete District's Anti-Racist Training and Workshops		
Action Steps: <ul style="list-style-type: none"> - District Administration will offer Anti-Racist courses twice a year - Staff who require Anti-Racist training are identified and encouraged to sign up 	Responsible Teams and People: District Leadership DEI Leadership SEL Director Bishop Staff	Completed By: June, 2024
Initiative 4: 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 communication through technology and increasing parent participation in educational initiatives.		
Action Steps: <ul style="list-style-type: none"> - Establish a Rainbow Alliance at the Bishop School to support and promote inclusion and acceptance for LGBTQIA students, staff, and caregivers. - 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. - 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. 	Responsible Teams and People: <ul style="list-style-type: none"> -Diversity and Inclusion Group Facilitator -Rainbow Alliance Facilitator -Parent Base -Bishop Administration 	Completed By: June, 2024

<ul style="list-style-type: none">- Maintain a website and email distribution list to share information with the community.- Participate in town wide diversity and inclusion task forces and initiatives.- Advocate for increased translation services for ELL families and increased consideration for hiring staff of color at the Bishop School.- Run a DIG book club for K-5 students and their caregivers.- Increase and diversify forms of communication to caregivers.		
Outcomes and Benchmarks		
<p>Description:</p> <p>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>Outcome:</p> <p>By June 2024, 100% of the Bishop Staff will have received professional development in multi-faceted Social Emotional Learning that focuses on the well-being of all students and adults at Bishop, targeting the components that affect curriculum and behavior management.</p> <p>By June of 2024 85% of Bishop students will score favorably related to a Sense of Belonging within the Panorama Student Culture Survey.</p>	
District Resources to Ensure Success		
<ul style="list-style-type: none">- Continued support for all programming related to Social Emotional Learning - Sustainability- SEL built into the District Professional Development Calendar- Anti-Racist course/program sustainability, to include a Train the Trainer model		

Management and Operations Objective 5 Create a sustainable management and operational plan that maximizes Bishop's potential related to daily building programming and infrastructure , student class placement, and staff hiring practices		
Alignment to District Strategic Goals Improving Infrastructure, Operations, and Sustainability: The Arlington Public Schools will maintain a system of schools that is safe, well-maintained, sustainable, and fiscally responsible, with the appropriate tools and resources to support best educational practices and an optimum teaching and learning environment.		
Bishop Strategic Initiative and Actions Steps		
Initiative 1: Onboard Newly Hired Administrative Assistant at Bishop		
Action Steps: <ul style="list-style-type: none"> - 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	Completed By: June, 2023
Initiative 2: Maintain Current Building Assessments and Remediations		
Action Steps: <ul style="list-style-type: none"> - Consistent communication and collaboration with APS Facilities Department - Submit a Capital Request for building improvements which focuses on creating additional space at Bishop (main office space) 	Responsible Teams and People: Bishop Administration APS Facilities Director APS CFO APS Superintendent	June, 2023
Initiative 3: Staff collaboration, developing balanced classrooms to ensure all students' learning needs are met, using inclusive and equitable scheduling models		
Action Steps: <ul style="list-style-type: none"> - Develop a student class placement schedule in the Spring that includes all stakeholders in the process 	Responsible Teams and People: Bishop Staff Administration	Ongoing - Multi-Year Plan

	Coaches Social Work	
Initiative 4: Hire and Retain Professional Staff to Reflect a Diverse Representation		
Action Steps: <ul style="list-style-type: none">- Annual candidate search for the purpose of filling open positions, with the intent to hire highly qualified educators with diverse perspectives- collaborate with district initiatives to diversify staff	Responsible Teams and People: Bishop Administration Interview Teams Parents Directors	
Outcomes and Benchmarks		
Description: <ul style="list-style-type: none">- Bishop's front office management becomes high functioning and supportive to the Bishop community- Maintained collaborative and supportive relationship with the APS Facilities Department- Office space within Bishop will be maximized by a complete renovation of front office space- Bishop's staff will consider multiple factors when creating balanced classrooms for the following year- Bishop's hiring practice will entail a comprehensive process, considering highly qualified candidates from diverse backgrounds and experiences	Outcome: <ul style="list-style-type: none">- By the end of the summer of 2024, Bishop's main office will be reconfigured to include two/three additional offices and a reception area.- Bishop classrooms will be inclusive, diverse, and safe places for all children- Ongoing - Bishop fully staffed with a diverse representation	
District Resources to Ensure Success		
<ul style="list-style-type: none">- Access to District Facilities Team- Capital Funding Plan- District Strategic Plan		