



# Colorado's Unified Improvement Plan for Schools

**WM E BISHOP ELEMENTARY SCHOOL UIP 2018-19** | School: WM E BISHOP ELEMENTARY SCHOOL | District: ENGLEWOOD 1 | Org ID: 0120 |  
School ID: 9620 | Framework: Priority Improvement Plan: Meets 95% Participation |

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## Executive Summary

### If We...

#### COLLABORATIVE PLANNING STRUCTURES

**Description:**

Collaborative Planning with all teachers to ensure students needs are being met through first best instruction (Tier 1) and Tier 2 intervention as needed. Student growth and achievement will be evident and measured through benchmarks.



#### CURRICULUM AND INSTRUCTION

**Description:**

Commitment to designing quality lesson plans that include learning targets, success criteria, assessment, differentiation, and facilitation of learning to increase rigor with learning environments.



## Then we will address...

### READING: ACADEMIC ACHIEVEMENT STATUS

#### Description:

The school wide reading series is packed with teaching points and concepts to be taught. This caused inconsistency of teaching and a likelihood that skills were skipped at various grades or taught in multiple grades. Decoding skills are not strong for students entering third grade. Early identification in primary grades of lacking skills is critical for intermediate success. There needs to be a systematic way to decide what needs to be taught to whom using Common Core Standards as the guide instead of the resource (reading series).



### CURRICULUM-TIER 1 INSTRUCTION FOR MATH IN ALL CLASSROOMS

#### Description:

Identified the need to develop consistency and understanding of our Colorado Academic Standards as our outcomes for students and creating common practices for all content areas for Tier 1 instruction with math. Will need to develop school wide expectations and support with math.



### COLLABORATION OF CLASSROOM TEACHERS AND SPECIALISTS FOR EL STRATEGIES

#### Description:

Identified a lack of process and time devoted to collaborative planning with math to ensure Tier 1 best first instruction with math includes SIOP strategies to meet the needs of our EL learners.



## Then we will change current trends for students

### ENGLISH LANGUAGE DEVELOPMENT AND ATTAINMENT: ACADEMIC GROWTH/ACHIEVEMENT

#### Description:

Based on our large number of students, approx. 40% of our population is identified as EL Learners. EL Learners are not making adequate growth or achievement to meet state expectations in Math.



## ACADEMIC ACHIEVEMENT: MATH

### Description:

Bishop elementary does not meet expectations in the area of academic achievement for all students or disaggregated groups.



## ACADEMIC GROWTH: MATH

### Description:

Bishop elementary does not meet academic growth in the content area of Math for all students or disaggregated groups.



## ENGLISH LANGUAGE ARTS ACADEMIC ACHIEVEMENT

### Description:

Bishop students who have been identified as qualifying for Free and Reduced Lunch or Special Education Services, do not meet academic achievement in ELA.



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

## Improvement Plan Information

### Additional Information about the School

## Narrative on Data Analysis and Root Cause Identification

### Description of School Setting and Process for Data Analysis

Bishop Elementary is a school of 231 children grades kindergarten through sixth. There are two classes at each grade level, with the exception of 5th and 6th grade this year. Our enrollment has declined this school year. We moved from 13 classrooms to 12 classrooms, with a lower enrollment of about 30 students. The school has a diverse population and a high number of families and students with English as a second language. Spanish is the predominant language, however, we have a large number of families who speak Arabic as well. Our overall percentage of ELL students is about 30%, with 70 students having a EL Plan. We serve Gifted and Talented students with a total of 3% or 7 students on an Advanced Learning Plan. The free-reduced lunch eligible population is the highest in the Englewood District with 80% of

the students qualifying. Bishop has identified 40% or 92 students with a Significant Reading Deficiency (SRD) and have a READ Plan in place. Intervention programming for reading is in place to meet the needs of our students identified SRD. The interventions currently being used are: Lexia Core5, SiMR (Orton Gilligham), Spire, and Take Flight. Bishop qualifies as a Title One school.

At Bishop Elementary 20% of the student population have been identified with special needs. We currently have a center based program for the Severe Significant Needs (SSN) program as well as a K-6 program supporting students who have been identified with a mild/moderate disability. Our school has also been supported by CDE with a primary K-2 literacy SiMR project. This work began in the fall of 2016 for grades K/1. In 2017, we added the literacy SiMR project to 2nd grade and then in 2018 it has been added to 3rd grade. This support provides additional instructional coaches to support grade level teachers in K-3 and ongoing professional development for the teachers. The goal of the the literacy SiMR project will be to reduce the number of students who are identified with a Significant Reading Deficiency (SRD) in grades K-3 and provide early, targeted literacy instruction for students.

During the fall, the school leadership team analyzed our School Performance Framework (SPF) and other school level data to identify areas of strengths and need by using a root cause protocol analysis. Part of our school level data included a School Readiness Assessment conducted in the Spring of 2018 as part of our UVA partnership. This year Bishop and other Englewood schools are working in a partnership with UVA for professional development of leaders and using short cycle action planning. Our first 90 day plan developed August 2018, is attached. Our school staff then analyzed our current performance and needs in each content area: ELA, Math, and Science/Social Studies. Once reviewed by our staff, the data was presented to our School Advisory Council (SAC) of parents. Through staff and parent input, the school leadership team finalized our school action plan, along with a 90 day plan for first semester, and revised our school major improvement strategies. Once we receive and analyze our school level performance data for MOY results, our second 90 day plan with targeted benchmarks will be added. Each of our major improvement strategies in our 90 day plan includes measurable benchmarks and action steps.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets). Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

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## Current Performance

- Bishop Elementary was accredited with Priority Improvement Plan at 40.1%. This is an improvement from 35.7% the prior year. The overall growth was, 4.4%. We were approaching expectations in both Academic Achievement and Academic Growth. When reviewing current performance, our school staff analyzed the areas Bishop is "meeting expectations" and the areas we "did not meet" or are "approaching" using the School Performance Framework (SPF) for 2018. The following analysis is based on the 2017 SPF and local data (2017 data).

The SPF shows Bishop was "meets" state expectations in the following areas:

Bishop Academic Growth:

- ELA ( English Learners)

The SPF shows Bishop was "approaching" state expectations in the following areas:

Bishop Academic Growth:

- ELA (All Students, Free/Reduced Eligible, and Minority Students)

Bishop Academic Achievement:

- Science (All Students, Free/Reduced Eligible, and Minority Students)
- ELA (All Students, English Learners, and Minority Students)

The SPF shows Bishop "Does Not Meet" state expectations in the following areas:

Bishop Academic Growth:

- Math (All Students, English Learners, Free/Reduced Eligible, and Minority Students)

Bishop Academic Achievement:

- ELA (Free/Reduced Eligible)
- Math (All Students, English Learners, Free/Reduced Eligible, Minority Students, and Students with Disabilities)

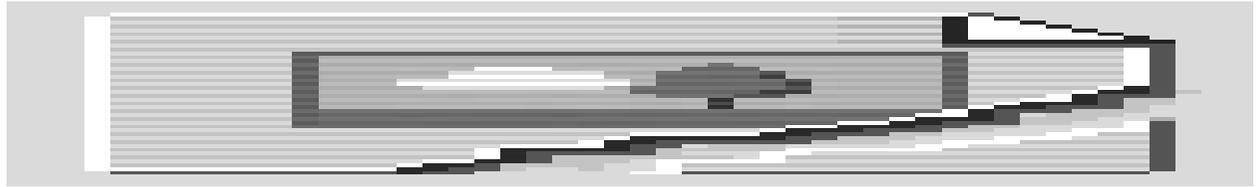
Growth is historically an area celebration for our school. We are focused on outlining a school wide MTSS framework to address Universal Instruction and Targeted Interventions for all students, as well as implementing a writing framework, unit planning based on grade level standards, and an integrated approach to learning in the classroom. This data will help guide our work on our MTSS framework. We have started to identify current and desired state of our instructional practices for all content areas. We have identified a need to integrate science content within our literacy and math instruction as well as focused literacy development school wide which would include professional development for teachers, common planning and instructional expectations, and first best instruction for all students.

Academic achievement performance is the area of greatest concern especially in Math. During the 2017-2018 school year, the focus on ELA instructional alignment, Thinking Maps and writing framework really supported our achievement and growth in ELA. We will now take a similar approach with Math planning, instruction, and assessment through our PLCs.

### **Other Bishop Data Points**

[School Readiness Assessment](#)-This assessment was conducted during the Spring of 2018 by CDE and District staff. Through their assessment they identified strengths and areas of need for moving forward.

### **Dibels BOY, MOY, and EOY Composite K-6 Scores:**



**Reading First Quarter-last 3 years**

Composite DIBELS (K/1-Phonemic Awareness/Phonics, 2-6 Fluency/Comprehension)

% of student meet or exceeded grade level expectations

Grade level	2016	2017	2018
Kindie	46%	28%	37%
1st	15%	41%	55%
2nd	72%	42%	56%
3rd	33%	58%	43%
4th	56%	35%	45%
5th	17%	50%	27%

6th

77%

52%

63%

**Reading First Quarter-last 3 years-UPDATED WITH SRD**

**Composite DIBELS (K/1-Phonemic Awareness/Phonics, 2-6 Fluency/Comprehension)**

**% of student meet or exceeded grade level expectations**

<b>Grade level</b>	<b>2016</b>	<b>% of Students SRD 15-16</b>	<b>2017</b>	<b>% of Students SRD 16-17</b>	<b>2018</b>	<b>% of Students SRD 17-18</b>
<b>Kindie</b>	<b>46%</b>	<b>37%</b>	<b>28%</b>	<b>12%</b>	<b>37%</b>	<b>11%</b>
<b>1st</b>	<b>15%</b>	<b>24%</b>	<b>41%</b>	<b>43%</b>	<b>55%</b>	<b>39%</b>
<b>2nd</b>	<b>72%</b>	<b>23%</b>	<b>42%</b>	<b>21%</b>	<b>56%</b>	<b>36%</b>
<b>3rd</b>	<b>33%</b>	<b>18%</b>	<b>58%</b>	<b>40%</b>	<b>43%</b>	<b>24%</b>
<b>4th</b>	<b>56%</b>	<b>NA</b>	<b>35%</b>	<b>NA</b>	<b>45%</b>	<b>NA</b>
<b>5th</b>	<b>17%</b>	<b>NA</b>	<b>50%</b>	<b>NA</b>	<b>27%</b>	<b>NA</b>
<b>6th</b>	<b>77%</b>	<b>NA</b>	<b>52%</b>	<b>NA</b>	<b>63%</b>	<b>NA</b>

**Writing First Quarter-last 3 years**

Kindie not assess Q1 on writing anchor

Narrative writing

% of student meet or exceeded grade level expectations

Grade level	2016	2017	2018
1st	0%	0%	61%
2nd	28%	5%	28%
3rd	0%	0%	16%
4th	36%	0%	29%
5th	3%	17%	4%
6th	4%	9%	13%

As a school, we continue to see improvements with our literacy instruction and student performance. Over the last 3 years, there has been a strong focus on instruction and quality assessments. Many of our students are making typical or above typical growth in reading decoding and comprehension as mentioned by

Dibels. Through the use of School Wide Writing Rubrics, we are also seeing improvements with our students writing for a variety of genres. We have identified through both state and local data, Math being our main area of focus.

The magnitude of our challenges comes from quite a few changes over the last few years which include changes in staffing, lack of consistency with grade level teams and teachers staying in one grade level for more than a year, new programming with literacy and math, and using a departmentalizing model in grades 2-6. 2017-2018, was the first year many of our teachers had taught math in their classrooms. We moved away from departmentalizing to ensure student emotional and social needs were being met in an inclusive learning environment. Moving forward, we will be creating a school wide systems through PLCs to ensure math data is as valued as literacy data. We will also be supporting all teachers with math professional development.

## Trend Analysis



**Trend Direction:** Decreasing then increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Bishop ELA 3rd grade students over the last three years has decreased and then increased (2016-38%), (2017-7%), (2018-27%). This is the percentage of students in the grade level who met or exceeded expectations as measured on CMAS ELA.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Bishop ELA 4th grade students over the last three years has decreased slowly (2016-23%), (2017-22%), (2018-18%). This is the percentage of students in the grade level who met or exceeded expectations as measured on CMAS ELA.



**Trend Direction:** Decreasing then increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Bishop ELA 5th grade students over the last three years has decreased and then increased (2016-21%), (2017-17%), (2018-24%). This is the percentage of students in the grade level who met or exceeded expectations as measured on CMAS ELA.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Bishop ELA 6th grade students has decreased (2016-38%), (2017-17%), (2018-14%). This is the percentage of students in the grade level who met or exceeded expectations as measured on CMAS ELA.



**Trend Direction:** Decreasing then increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Bishop Math 3rd grade students has decreased and now increased (2016-37%), (2017-13%), (2018-20%). This is the percentage of students in the grade level who met or exceeded expectations as measured on CMAS Math.



**Trend Direction:** Stable

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Bishop Math 4th grade has remained stable (2016-10%), (2017-13%), (2018-14%). This is the percentage of students in the grade level who met or exceeded expectations as measured on CMAS Math.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Bishop Math 5th grade students has shown an increase and now decrease (2016-14%), (2017-20%), (2018-14%). This is the percentage of students in the grade level who met or exceeded expectations as measured on CMAS Math.



**Trend Direction:** Stable

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Bishop Math 6th grade students has remained stable (2016-7%), (2017-4%), (2018-3%). This is the percentage of students in the grade level who met or exceeded expectations as measured on CMAS Math.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

The percent of Bishop's 5th graders meeting or exceeding expectations on CMAS: Science has been increasing over a three year period. (2016-11.4%) (2017-11.4%) (2018-13.8%).



**Trend Direction:** Decreasing then increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

Based on the School CMAS Growth Report, our EL learners in ELA have decreased and then increased with median growth percentile. (2016-53%), (2017-30%), (2018-57%).



**Trend Direction:** Decreasing then increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

Based on the School CMAS Growth Report, our 4th grade learners in ELA have decreased and then increased with median growth percentile. (2016-52.5%), (2017-24%), (2018-56.5%).

### Additional Trend Information:

When looking at notable trends, we are seeing some gains in ELA for our students and disaggregated groups. There was a dip in achievement and growth in 2017, however, now an increase in performance. We are also seeing an increase with science achievement as well. An area to focus will be math with all students. At the school level, we are looking at our local data of Illuminate (which is new this year) and classroom math data (Bridges and Eureka) to set targets and goals based current performance at BOY and MOY. We are currently in the process of analyzing our MOY data from both data points.

### Root Causes and Priority Performance Challenges



**Priority Performance Challenge: English Language Development and Attainment: Academic Growth/Achievement**

Based on our large number of students, approx. 40% of our population is identified as EL Learners. EL Learners are not making adequate growth or achievement to meet state expectations in Math.



**Root Cause: Collaboration of classroom teachers and specialists for EL strategies**

Identified a lack of process and time devoted to collaborative planning with math to ensure Tier 1 best first instruction with math includes SIOP strategies to meet the needs of our EL learners.



**Priority Performance Challenge: Academic Achievement: Math**

Bishop elementary does not meet expectations in the area of academic achievement for all students or disaggregated groups.



**Root Cause: Curriculum-Tier 1 instruction for math in all classrooms**

Identified the need to develop consistency and understanding of our Colorado Academic Standards as our outcomes for students and creating common practices for all content areas for Tier 1 instruction with math. Will need to develop school wide expectations and support with math.



**Priority Performance Challenge: Academic Growth: Math**

Bishop elementary does not meet academic growth in the content area of Math for all students or disaggregated groups.



**Root Cause: Curriculum-Tier 1 instruction for math in all classrooms**

Identified the need to develop consistency and understanding of our Colorado Academic Standards as our outcomes for students and creating common practices for all content areas for Tier 1 instruction with math. Will need to develop school wide expectations and support with math.



**Priority Performance Challenge: English Language Arts Academic Achievement**

Bishop students who have been identified as qualifying for Free and Reduced Lunch or Special Education Services, do not meet academic achievement in ELA.



**Root Cause: Reading: Academic Achievement Status**

The school wide reading series is packed with teaching points and concepts to be taught. This caused inconsistency of teaching and a likelihood that skills were skipped at various grades or taught in multiple grades. Decoding skills are not strong for students entering third grade. Early identification in primary grades of lacking skills is critical for intermediate success. There needs to be a systematic way to decide what needs to be taught to whom using Common Core Standards as the guide instead of the resource (reading series).

### Magnitude of Performance Challenges and Rationale for Selection:



The challenges have been identified and selected due to not meeting state expectations on the SPF in the content area of math. After analyzing local data, this confirms our areas of focus needs to be on improving academic achievement, growth and addressing the learning needs of our EL students and ALL students with math.

The magnitude of the overall performance challenges may be due to Tier 1 instruction in math. In the past, only 2-3 teachers were teaching math, in grades 2-6.. This changed in 2017, math is now being taught in all 12 general education classrooms and in 2018 math content is integrated in specials (PE, Music, Art) as well on a regular basis. We have identified lack of understanding of math effective teaching practices and devoted instructional time each day to math instruction.

### Magnitude of Root Causes and Rationale for Selection:



Our leadership team and staff used a root cause analysis called the 5 Why's to identify root causes for our areas of need to improve our academic growth and achievement for all students. Our staff analyzed our SPF and Local data to find our trends, problems, and then in small staff teams identified root causes that could be the focus for our school improvement practices. Through this protocol our staff identified many areas of focus. We were able to identify 2 root causes to focus on during the 2018-2019 school year. First, developing Professional Learning Communities (PLCs) for teachers to collaboratively unpack standards, plan instruction, analyze data, and plan interventions for students who need additional support. Secondly, developing school wide norms for Tier 1 best first instruction for our students with math instruction. The staff would like to have more alignment with instructional practices in all content

areas, but especially in the area of math because reading and writing were created during the 2017-2018 school year. Finally, we also identified that we need to unpack and deconstruct vocabulary for our EL learners for math. Staff will ensure that daily and weekly lesson plans include academic vocabulary that will be taught and students will have the opportunity to apply within their own learning.

## Action and Progress Monitoring Plans

### Major Improvement Strategy and Action Plan



#### Collaborative Planning Structures

**Describe what will success look like:** Collaborative Planning with all teachers to ensure students needs are being met through first best instruction (Tier 1) and Tier 2 intervention as needed. Student growth and achievement will be evident and measured through benchmarks.

**Describe the research/evidence base supporting the strategy:** Research supports Professional Learning Communities and cycles. DuFour's guiding questions will be used: Guiding Questions: What do we expect our students to learn? How will we know if they are learning? How will we respond when they don't learn? How will we respond if they already know it?

#### Associated Root Causes:

##### Reading: Academic Achievement Status:



The school wide reading series is packed with teaching points and concepts to be taught. This caused inconsistency of teaching and a likelihood that skills were skipped at various grades or taught in multiple grades. Decoding skills are not strong for students entering third grade. Early identification in primary grades of lacking skills is critical for intermediate success. There needs to be a systematic way to decide what needs to be taught to whom using Common Core Standards as the guide instead of the resource (reading series).



##### Curriculum-Tier 1 instruction for math in all classrooms:

Identified the need to develop consistency and understanding of our Colorado Academic Standards as our outcomes for students and creating common practices for all content areas for Tier 1 instruction with math. Will need to develop school wide expectations and support with math.

##### Collaboration of classroom teachers and specialists for EL strategies:



Identified a lack of process and time devoted to collaborative planning with math to ensure Tier 1 best first instruction with math includes SIOP strategies to meet the needs of our EL learners.

### Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Teacher feedback	100% of teachers responses on the PD survey will agree/strongly agree that their learning was focused on collaborative structures	08/07/2018 12/30/2018 Monthly	Teachers, Coach, Principal	
 Implementation of PLCs	100% of teams will meet for 60 minutes a week as measured by the PLC calendars	08/12/2018 12/30/2018 Weekly	Coach, Teachers, Principal	
 PLC Cycle/Expectations	100% of the teams utilize defined PLC expectations as observed in PLC observations as measured by PLC agendas.	08/12/2018 12/30/2018 Weekly	Teachers, Coach, Principal	
 PLC Cycle for lesson planning	100% of teachers will unpack standards, plan lessons, and create assessments to measure student learning as measured by PLC agendas and classroom observations.	08/12/2018 12/30/2018 Weekly	Teachers, Coach, and Principal	
 Exit Tickets	100% of grade level PLCs will have a math exit ticket which is developed and monitored each week.	02/01/2019 05/22/2020 Weekly	Teachers, Coach, Principal, Support Staff	



100% of grade level PLCs will include reviewing student data performance from previous week's exit ticket

02/01/2019  
05/22/2020  
Weekly

Teachers, Coach, Principal, Support Staff

Student Data at PLCs

### Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Collaborative Planning Time	On full PD Days have time built in using collaborative structures (8/7, 9/28, and 11/9)	08/07/2018 11/09/2018	Lesson planning template ELA and Math Curriculum Learning Target resources	Teachers	
 Implementation and Training of PLCs	Create school wide calendar for 60 minute weekly PLC cycles. Train staff on PLC components. Develop PLC agenda/templates to support school goal.	08/12/2018 08/30/2018	PLC school wide expectations and roles of each component. (Linked to cover.)	Teachers, Coach, Principal	
 PLC Cycles	1x per the first semester, a PLC cycle will take place with each content area: Reading, Writing, and Math PLC-follow up and focus on how to write and implement learning targets based on standard PLC-reading benchmark and intervention groups/guided reading for students PLC-writing cycle-unpack narrative writing standard-Thinking Map-Map out instruction for first quarter using School Wide Rubric PLC-Common writing assessment and assessment practices for fall narrative writing anchor Staff bring common work samples to PLC time to look at for formative planning-planned writing targets based on student's narrative writing (planning and drafting) PLC -cycle math find a focus standard based on Bridges/Eureka previous instruction and	09/01/2018 05/30/2019	District ELA/Math curriculum Common assessments Illuminate Schoolwide writing rubric	Teachers, coach, and principal	

student performance on benchmark Analyze math data from first quarter benchmark Plan instruction using math practices and effective teaching practices from PD on 9/28



Unpacking Math Units

Unpacking Math standards for upcoming Unit 5 within Bridges (alignment between standard and program)

02/01/2019  
12/20/2019

YAG,  
Bridges/Eureka,  
and Curriculum

Teachers, Coach,  
Principal



Data PD

Professional development setting up purpose of PLCs focused on Data Analysis Train staff on types of Exit Tickets Created and train teachers with the use of data analysis reflection to be used during PLCs

02/01/2019  
05/22/2020

DDI Training from  
mid year retreat,  
Bishop MOY data

Teachers, Coach,  
Principal,  
Leadership Team



PLC Cycles

Grade level PLCs: analysis of student data, standard, LT/SC, and exit ticket created

02/01/2019  
05/22/2020

Learning Targets,  
Moss/Brookhart  
and DDI

Leadership Team,  
Teachers, Coach,  
Principal



Building vocabulary with our EL Learners

Professional development with Beth Skelton PLC on Academic Vocabulary for EL Learners within Math Instruction start Feb. 2019. SIOP district class offered for teachers attended by many of our current staff members. Monitor and encourage attendance during 19-20 school year for any new teachers. Consider additional training with staff during the 19-20 school year for supporting our EL Learners.

02/01/2019  
05/22/2020

Lesson Planning  
with academic  
vocabulary SIOP  
Class

Teachers, Beth  
Skelton, District  
Staff



## Curriculum and Instruction

**Describe what will success look like:** Commitment to designing quality lesson plans that include learning targets, success criteria, assessment, differentiation, and facilitation of learning to increase rigor with learning environments.

**Describe the research/evidence base supporting the strategy:** Learning Targets: Helping Students Aim for Understanding in Today's Lesson Moss/Brookhart This

book provides research and application for teachers with lesson planning, learning targets, and success criteria.

## Associated Root Causes:

### Reading: Academic Achievement Status:



The school wide reading series is packed with teaching points and concepts to be taught. This caused inconsistency of teaching and a likelihood that skills were skipped at various grades or taught in multiple grades. Decoding skills are not strong for students entering third grade. Early identification in primary grades of lacking skills is critical for intermediate success. There needs to be a systematic way to decide what needs to be taught to whom using Common Core Standards as the guide instead of the resource (reading series).

### Curriculum-Tier 1 instruction for math in all classrooms:



Identified the need to develop consistency and understanding of our Colorado Academic Standards as our outcomes for students and creating common practices for all content areas for Tier 1 instruction with math. Will need to develop school wide expectations and support with math.

### Vocabulary Development:



Identified the need to unpack and explicitly teach technical vocabulary in the content area of math.

## Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Learning Targets and Success Criteria	100% of teachers will write learning targets and success criteria using student friendly language and "by" to be in lesson plans, posted visibly in classrooms, and referenced during instruction as measured by the informal observation form.	08/07/2018 12/30/2018 Weekly	Teachers	
 Lesson Planning	80% of classroom teachers will independently lesson plan using the Bishop lesson plan template by the end of the first semester.	08/07/2018 12/30/2018	Teachers, Coach, and Principal	

Template		Weekly
	100% of LT in lesson plans and posted in classrooms are aligned to standard.	02/01/2019 05/22/2020
Alignment of Learning Targets		
	100% of LT planned and posted in classrooms have a SC included.	02/01/2019 05/22/2020
Success Criteria in LTs		
	80% of teachers use the ELA and Math curriculum for planning instruction from District Year at a Glance and Curriculum Documents.	02/01/2019 05/22/2020
Use of District Curriculum		

### Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Learning Targets	PD with all staff-create "why" change is needed, learning targets, and success criteria PD with school wide expectations with Reading, Writing, and Behavior-Learning Targets, Success Criteria, and Planning (all were developed previously-designed to be review and collaboration time.) LT and Success Criteria are planned for, visible in classroom, and utilized in instruction. It is a benefit to students (Do, know, understand). LT/Success Criteria and alignment to the standard.	08/07/2018 12/20/2019	Learning Target book Modeling, professional development and feedback	Teachers, Coach, and Principal	
	Review lesson planning template and other examples to identify needs for our Bishop Plan Revise/Create lesson planning template for school year Introduce lesson plan template to staff and train on use District wide PD on curriculum templates (ELA		Lesson planning		



Lesson planning

and Math) Teacher support on using curriculum templates for lesson planning (PLCs, Informal observation feedback form, goal setting conferences, formal observation cycles) Teacher training on goal setting and all teachers design a SMART goal aligned to Curriculum and Instruction Rock Review lesson plans-shared folder, review and feedback, using lesson plans are a component of PLC Create monitoring system for feedback on lesson plans and instruction-informal provides feedback on classroom instruction and lesson planning

08/07/2018  
12/20/2019

template in google drive Shared folders for all staff Learning Target book for all staff ELA and Math Curriculum

Teachers, Coach, and Principal



PD on Data Driven Instruction

Analysis of interim data reports and design of reteach action steps  
Analysis of weekly data based on exit tickets to plan next instructional needs (Formative) and any reteach plans

02/01/2019  
05/22/2020

DDI resources from UVA training Illuminate and Dibels data reports Exit tickets Classroom performance data tracking form

Leadership Team, Coach, Principal, and Teachers



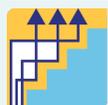
Gather Feedback

Gather feedback from teachers on use of: -Lesson planning template -Math, Reading, and Writing frameworks -LT and SC -PLC process Use data with Leadership to design lesson plan expectations and resources for the 19-20 school year.

04/01/2019  
08/30/2019

Survey

Leadership Team, Teachers



Communication of the LT/SC

Review and revise communication of LT/SC during lessons  
Feedback to teachers

04/01/2019  
05/22/2020

Communication 4 step process

Teachers, Coach, Principal



Training for staff on the following topics to ensure strategies are being utilized to meet the needs of our EL Learners: 1. Beth Skelton-more work on academic vocabulary, oral language development, and cooperative/collaborative learning strategies 2.

08/01/2019

District Staff, Beth Skelton, Thinking

Leadership Team

**Progress Monitoring: Student Target Setting**



**Priority Performance Challenge : English Language Development and Attainment: Academic Growth/Achievement**



**PERFORMANCE INDICATOR:** English Language Development and Attainment

**MEASURES / METRICS:** ELP



**2018-2019:** Students identified as qualifying for ELP services, currently 40% of our student population, do not meet on academic growth or achievement expectations in Math. During the 2018-2019 school year, we will focus on increasing our Median Growth Percentile by 5 points each year over the next 3 years for a total of 15 points. 2017-2018 Median Growth Percentile was 30 2018-2019 Median Growth Percentile goal will be 35 Achievement goal will be to increase the Mean Scale Score by 5 points in 18-19, from 715.9 to 720.9.

**2019-2020:** Students identified as qualifying for ELP services, currently 40% of our student population, do not meet on academic growth or achievement expectations in Math. During the 2018-2019 school year, we will focus on increasing our Median Growth Percentile by 5 points each year over the next 3 years for a total of 15 points. 2017-2018 Median Growth Percentile was 30 2018-2019 Median Growth Percentile goal will be 35 2019-2020 Median Growth Percentile goal will be 40 Achievement goal will be to increase the Mean Scale Score by 5 points in 18-19, from 720.9 to 725.9.

**INTERIM MEASURES FOR 2018-2019:** Illuminate Benchmark in Math for all students grades 1-6 given 4x a year. In grades 1-6 at Bishop Elementary, students meeting or exceeding expectations in Math will grow by a minimum of 10% from Fall to Spring.



**Priority Performance Challenge : Academic Achievement: Math**



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** All students, currently 121, do not meet academic achievement expectations in Math. We have a high percentage of participation rate of 98.5%. During the 2018-2019 school year, we will focus on increasing our Mean Scale Score from 716 to 726.

**2019-2020:** During the 2019-2020 school year, we will focus on increasing our Mean Scale Score from 726 to 736. Each year, the goal will be to increase our Mean Scale Score by a minimum of 10 points.

**INTERIM MEASURES FOR 2018-2019:** Illuminate Benchmark in Math for all students grades 1-6 given 4x a year. In grades 1-6 at Bishop Elementary, students meeting or exceeding expectations in Math will grow by a minimum of 10% from Fall to Spring.



**Priority Performance Challenge : Academic Growth: Math**



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** All students, currently 83, do not meet on academic growth expectations in Math. During the 2018-2019 school year, we will focus on increasing our Median Growth Percentile by 5 points each year over the next 3 years for a total of 15 points. 2017-2018 Median Growth Percentile was 32, with a goal for 2018-2019 of 37.

**2019-2020:** All students, currently 83, do not meet on academic growth expectations in Math. During the 2018-2019 school year, we will focus on increasing our Median Growth Percentile by 5 points each year over the next 3 years for a total of 15 points. 2017-2018 Median Growth Percentile was 32, with a goal for 2018-2019 of 37, 2019-2020 goal of 42.

**INTERIM MEASURES FOR 2018-2019:** Illuminate Benchmark in Math for all students grades 1-6 given 4x a year. In grades 1-6 at Bishop Elementary, students meeting or exceeding expectations in Math will grow by a minimum of 10% from Fall to Spring.





## Priority Performance Challenge : English Language Arts Academic Achievement



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

### MEASURES / METRICS: R

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** Students in grades K-3 have been identified with an SRD with the use of our Dibels Reading Benchmark and Diagnostic Tool. Students do not meet grade level expectations in Reading. Currently, 11% of kindergartners, 39% of first graders, 36% of second graders, and 24% of 3rd graders have been identified with having a SRD. Our goal will be to decrease by 5-10% each year for the next 3 years at each grade level.

**2019-2020:** Students in grades K-3 have been identified with an SRD with the use of our Dibels Reading Benchmark and Diagnostic Tool. Students do not meet grade level expectations in Reading. Our goal will be to decrease by 5-10% each year for the next 3 years at each grade level. Goal for 19-20 Kindie 5% First grade 30-34% Second grade 26-30% Third grade 15-20%

**INTERIM MEASURES FOR 2018-2019:** Dibels reading benchmark 3x a year (BOY, MOY, and EOY)



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

### MEASURES / METRICS: ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** Students identified as qualifying for special education services, 23 students, do not meet academic achievement expectations in ELA. We have a high percentage of participation rate of 96.3%. During the 2018-2019 school year, we will focus on increasing our Mean Scale Score from 709 to 719. Our goal will be to increase by 10 points each year.

**2019-2020:** During the 2018-2019 school year, we will focus on increasing our Mean Scale Score from 719 to 729. Our goal will be to increase by 10 points each year.

**INTERIM MEASURES FOR 2018-2019:** Illuminate Benchmark in ELA for all students grades 1-6 given 4x a year. In grades 1-6 at Bishop Elementary, students meeting or exceeding expectations in ELA will grow by a minimum of 10% from Fall to Spring. Writing Anchor graded using School Wide Rubrics in grades K-6 will increase school wide by a minimum of 10% from fall to spring.



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

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**MEASURES / METRICS:** ELA

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ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** Students identified as qualifying for Free and Reduced Lunch, 97 students, do not meet academic achievement expectations in ELA. We have a high percentage of participation rate of 99.1%. During the 2018-2019 school year, we will focus on increasing our Mean Scale Score from 721 to 731. Our goal will be to increase by 10 points each year to attain a 750 in three years which will be an overall "meets" expectations.

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**2019-2020:** During the 2019-2020 school year, we will focus on increasing our Mean Scale Score from 731 to 741. Our goal will be to increase by 10 points each year to attain a 750 in three years which will be an overall "meets" expectations.

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**INTERIM MEASURES FOR 2018-2019:** Illuminate Benchmark in ELA for all students grades 1-6 given 4x a year. In grades 1-6 at Bishop Elementary, students meeting or exceeding expectations in ELA will grow by a minimum of 10% from Fall to Spring. Writing Anchor graded using School Wide Rubrics in grades K-6 will increase school wide by a minimum of 10% from fall to spring.

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