



JOHN A. BISHOP SCHOOL



25 Columbia Road, Arlington, MA 02474

www.arlington.k12.ma.us/bishop

Mark McAneny, Principal

An Equal Opportunity School System with a High Commitment to Diversity

Respect, Responsibility, Regard

**SCHOOL IMPROVEMENT PLAN
2017 – 2020**



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, 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 councils’ 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 in life we make, and **REGARD** for others and our differences, as our strongest, most meaningful **CORE VALUES**.

Improved communication between members was a key long-term goal of the community. Success in this area has included the publication of school council improvement plans, weekly PRINCIPAL UPDATES with a new and current PTO WEBSITE link. In addition, the introduction of Curriculum Nights has increased community participation by making the time more reasonable to attend. The Bishop Parent/Teacher Organization has also enhanced communication in the Bishop community.

Establishing and supporting a safe learning environment for children at the school has been a strong focus of the school council. Some of the successful initiatives were the introduction of a “safe arrival system”, a code of behavior, guidelines for communicating concerns, and an Anti-Bullying concentration through presentations and constant reinforcement of the Bishop Core Values.

Supporting diversity within the school population and supporting an appreciation of all cultures, ages, lifestyles and learning and teaching styles is a continuing and important goal for the Bishop school community. Support for this goal has taken many forms: enrichment programs, METCO program, grants applied for and awarded to the school, 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. This initiative has been fostered by the introduction of: vertical grade level meetings; targeted professional development; hiring of outside curriculum specialists and the current integration of the Common Core Standards.

The following Bishop School Improvement Plan continues to be a work in progress. Each year the council will review, monitor, evaluate, and revise this plan.

The current 2017-20 Bishop School Advisory Council Members are: Rebecca Bell, teacher, Annette Brubaker, Teacher, Ted Lombardi, Parent, Mark Davila-Witkowski, Parent, Mark McAneny, Principal/Chair

JOHN A. BISHOP SCHOOL



The Bishop School currently has approximately 460 children enrolled in 19 classes, kindergarten through grade five. The average class size is approximately 23.

Bishop participates in the Metropolitan Council for Educational Opportunities program (METCO). There is also a private extended after school program, Bright Start, which runs until 6pm, 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.

BISHOP SCHOOL CORE VALUES

Academic excellence and love of learning

Responsibility, Respect, and Regard for individual differences

Cooperation and Collaboration among all members of the Bishop community

BISHOP SCHOOL

RESPECT/RESPONSIBILITY/REGARD FOR OTHERS

Each year the Bishop School community works within a school theme of Respect, Responsibility, and Regard for Others, utilizing the Open Circle program to build a sense of community. The majority of staff are trained in the Open Circle program with a goal of all staff being trained. The goal is to support our behavior mission statement that was based on our belief that students, teachers, administrators, and families should work cooperatively to provide a safe, respectful, positive environment where everyone has the right to learn and achieve to their individual potential. Students are taught to be responsible for their own actions and are aware that there are consequences for their behavior. The staff utilizes a common vocabulary centered around the Open Circle program that emphasizes respect/responsibility/regard. Each classroom supports the theme in various ways, the principal integrates the theme in morning announcements, and the entire school meets for monthly 'Den Meetings'. All members of the community are recognized when observed doing a respectful or responsible action that validates the theme.

APS Goal I: Student Achievement The Arlington Public Schools (APS) will ensure that every graduate is prepared to enter and complete a postsecondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

- Goal 1.1 During the year, the vision of students as learners and global citizens will be aligned with a coherent connection between standards, transferable skills, and relevant educational experiences. This alignment will also ensure that all students have access to achieving this vision. § Evidence of success will be developed to review, understand and adopt a vision of students as learners and global citizens to be reviewed by the School Committee by October 2017. § The development of power standards by discipline, the identification of key transferrable skills, an inventory of personalized educational experiences and the development of a priority list of curriculum materials will be aligned with this vision by April 30, 2018.
- Goal 1.2 For the Massachusetts School Building Authority (MSBA) Feasibility Study, the high school administrators and teachers will refine the educational vision and programs of the high school, integrating its core values and identified essential habits of mind to meet the needs of all students to prepare them for college and career in a globally connected world in order to make space recommendations to MSBA. § Evidence of success will be the report submitted to and accepted by the Massachusetts School Building Authority, to be reviewed by the School Committee by April 30, 2018.
- Goal 1.3 Develop a comprehensive academic, operations, and cultural plan for the Gibbs School opening in 2018-2019. Evidence of success will be through periodic reports to the School Committee and community regarding the plan throughout the 2017-2018 school year with a written report submitted in June 2018.

Bishop Goal:

- Each Bishop grade level, k-5 will use the Arlington Public School Professional Learning Community format to collaborate for the purpose of developing Specific, Measurable, Attainable, Relevant, Time Bound goals across the curriculum, using English Language Arts and Mathematics as the foundations as they related to areas of needed improvement based on State and District assessments, common grade level assessments, and pre and post unit tests.
- Research **co-teaching models** that will explore ways to support ALL students in the general education classroom
- Staff and community collaboration, with the goal of supporting student learning in the areas of academics and social/emotional support, to include **Social Thinking, Growth Mindset, Safe and Supportive School environment, Tools of the Mind, Open Circle, and Personalized Learning/Project-Based Learning, and Responsive Classroom**

Objective: To make informed, data driven (quantitative and qualitative) decisions to inform instruction and the well-being of students, with the goal of increased student results

Department	Person(s) Responsible	Timeline	Student Learning Goal	2019-2020 Progress
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<p>Universal Bishop Staff Professional Practice Goal Bishop Staff - Goal Objective: The Bishop School Educators will establish school data teams to review student data to support academic achievement, behavior, and social emotional learning.</p>	<p>Bishop Staff</p>	<p>2019-20</p>	<p>Overall Goal - Grade level teams and departments will notice a significant increase in student achievement in the specific area of team focus (the % of increase in the area of focus will depend on each team's pre-assessments and goals) Teams will assess students on a regular (scheduled) basis, collect data, interpret data through progress monitoring tools, for the purpose of informing and driving instruction.</p>	
<p>Social Emotional Instruction and Learning</p>	<p>All Bishop Educators and administration, Sara Burd, Rod MacNeal</p>	<p>2019-20</p>	<p>Goal Objective 1.2: Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.</p> <p>Social Emotional Learning PK-2: <i>Rationale: SEL efforts in the district have been varied and random in implementation without measured impact on student outcomes. Mapping competencies and practices will allow for the beginning of a district-wide system of SEL provided with fidelity and equal access.</i></p> <p>By June 2020, high quality SEL instruction and practice for all students in grades PK-2 will be comprehensively mapped, identifying where students have access to the five SEL competencies through both direct instruction as well as embedded classroom application. Weaknesses in the analysis will be addressed through Goal 2.1. A similar analysis for grades 3-5 will follow in the 2020-2021 school year.</p>	
<p>Kindergarten</p>	<p>Sharon McLaughlin, Angela Morais, Jennifer Spencer</p>	<p>September, 2019-June, 2020</p>	<p><u>STUDENT LEARNING GOAL</u></p> <p>By the end of May 2020 80% of students will have word to line correspondence match with the understanding that each line represents a word. By developing this skill students learn that a sentence is made up of words that correspond to convey a message.</p>	

<p>1st Grade</p>	<p>Lynne Aftuck, Liz Higgins, Jennifer Murphy Tiffany Shaheen</p>	<p>September, 2019-June, 2020</p>	<p><u>STUDENT LEARNING GOAL</u> We will use Dibels (Dynamic Indicators of Early Literacy Skills) to monitor students' phonetic progress. The Nonsense Word Fluency section of the assessment will be administered in the Fall (base score), Winter and Spring. Using the base score of 2 students per class, students will improve their phonetic score from baseline of 1-3 whole words read to winter 8-16+ and spring 13-24+.</p>	
<p>2nd Grade</p>	<p>Dorothy Schuette, Justine Viveiros, Susan Ferguson</p>	<p>September, 2019-June, 2020</p>	<p><u>STUDENT LEARNING GOAL</u> Our goal is that students will improve oral reading fluency by increasing accuracy and automaticity. We desire that students meet the goal of 22 correctly read words per minute on the end-of-semester probes both in January and in June.</p>	
<p>3rd Grade</p>	<p>Geraldine Holden, Caroline Thom, Christine Capaldo</p>	<p>September, 2019-June, 2020</p>	<p><u>STUDENT LEARNING GOAL</u> Third grade students will become fluent with multiplication facts through 10x10. Investigations 3.0 states that, "Fluency means that facts are quickly accessible mentally, either because they are immediately known or because the calculation that is used is so effortless as to be essentially automatic. "</p>	
<p>4th Grade</p>	<p>Jocelyn Allan, Annette Brubaker, and Beth Defossez</p>	<p>September, 2019-June, 2020</p>	<p><u>STUDENT LEARNING GOAL</u> Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. This includes being able to: 1) Explain the meaning of simple similes and metaphors in context, 2) recognize and explain the meaning of common idioms, adages, and proverbs, and 3) demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	

<p>5th Grade</p>	<p>Anne Hess-Mahan, Rebecca Bell, Alyssa Frank</p>	<p>September, 2019-June, 2020</p>	<p><u>STUDENT LEARNING GOAL</u></p> <p>Our goal is for 75% of students to score a 3 out of 4 on a typed open response question in science and social studies. In order to accomplish this goal we will create a rubric that holds students to high standards, create Google forms attached to a Google classroom, create a pre-assessment, give a pre-assessment, teach techniques to foster success, give students opportunities to practice in science and social studies, give a post-assessment, and use pre-assessment data to inform lessons.</p>	
<p>ELL</p>	<p>Isabel Ferreira</p>	<p>September, 2019-June, 2020</p>	<p><u>STUDENT LEARNING GOAL</u></p> <p>In alignment with the ELL department's district goal of implementing the Look Act, identified Bishop students will be monitored to track and support them in meeting their individual target language goal set forth by the state. The students include one third grader and two second graders.</p>	
<p>Special Education</p>	<p>Monica Stowell Elizabeth Strods Pam Reinstein</p>	<p>September 2019-June 2020</p>	<p><u>STUDENT LEARNING GOAL</u></p> <p>I will provide students with at least 2 days a week of Orton Gillingham instruction including explicit phonics and fluency practice and at least 1 day a week of guided reading instruction including comprehension practice at their instructional level; students will grow at least 3 guided reading levels by the end of the year based on fluency, accuracy and comprehension skills.</p> <p>Using the Orton Gillingham approach to teaching reading, first grade students will be able to improve their phonics and decoding skills when reading controlled texts. This will be</p>	

			<p>assessed using informal progress monitoring and curriculum based assessments.</p> <p>Students will improve their ability to self-regulate in the classroom, by beginning 3/5 days with gross motor movements at the start of their day, followed by acclimating in the classroom with the expected morning routine/morning work achieving 2 out of the 3 steps in their classroom routine.</p>	
Speech and Language	Gabrielle Ambrosino	September, 2019-June, 2020	<p>Student Learning Goal: By the end of this school year, my third grade students will demonstrate increased understanding of sentence structure rules by correctly utilizing both subject and action predicate during sentence building tasks as measured by at least 80% accuracy on post assessment.</p> <p>Action Plan: Provide full group lessons for third grade students in the classroom once a week for 40 minutes. Complete Units 1-3 of Framing Your Thoughts program. Provide post assessment.</p>	
Nursing	Kathleen Martin, RN	September, 2019-June, 2020	<p>Goal 1: In collaboration with social work, develop tool kit / resources for each grade/classroom to support effective and appropriate coping strategies in the classroom.</p> <p>Goal 2: Promote LGBTQ inclusivity at Bishop School by the following methods:</p> <ul style="list-style-type: none"> -Establish SAFE Zones within school -Make available written resources for families and students -Investigate starting LGBTQ Club for students at Bishop -Presentation to staff on LGBTQ inclusion 	

Reading Department	Beth Flynn, Marion Nolan, District Literacy Department Head, and Principal	September, 2019-June, 2020	Grade 2 Students will be able to accurately read 22 phonetically spelled nonsense words that align with level 2 Foundations in one minute (district benchmark).	
Social Emotional	Carolyn St.Laurence Bishop Staff	September, 2019-June, 2020	Provide classrooms with a variety of tools for students to use to utilize effective/appropriate coping strategies in the classroom. Toolboxes will include options based on developmental level and suitability for classroom use. Additional boxes will be available in nurses office, counseling office, and learning center.	
Bishop Parent/Teacher Diversity and Inclusion Group	Parent and Teacher Group	September- September 2019-20	Members of the Bishop Diversity and Inclusion Group will work in partnership with staff, teachers, and administrators to create a Bishop School Handbook. The handbook will promote diversity and inclusion by providing all families with access to important policies, procedures, and information that families need to know about the Bishop School. In addition, by translating the handbook into a variety of languages and by distributing hard copies of the handbook to every Bishop family, all families will have access to important information critical to student academic, social, and emotional success. Our goal is for every family to have a copy of the handbook by the start of the 2020 school year.	
District Math Practice Program in	Math Practice Guides, grade k, 1, 2, classroom teachers, Matt	September, 2019-June, 2020		

	Coleman, Principal			
District/School collaboration,	Carolyn Gaffey, math coach, Classroom teachers, Principal	September, 2019-2020	<p>Work with teachers and support staff in grades one and three to collect, reflect, and respond to data around fluency in an effort to be more deliberate and coordinated in instruction. First steps will include, creating a common platform for teachers to collect fluency data, as well as team meetings to gauge understanding for what fluency looks and sounds like at each grade.</p> <ul style="list-style-type: none"> • In Grade 1: Addition / Subtraction fluency within 10 • In Grade 3: Multiplication fact fluency beginning with 2s, 5s, 10s, and using a <i>reasoning based</i> approach to progress through remaining multiplication facts 	
Parent Teacher Organization/School Collaboration	PTO Co-Presidents, Principal, Enrichment Coordinator, and Bishop Staff	September, 2019-June, 2020	focused on enrichment and enhancement grants for classrooms and programs	

<p>Physical Education</p>	<p>Physical Education Teachers Andrew Scopa Jeannette Christensen</p>	<p>September 2019-June 2020</p>	<p>Student Learning Goal (Andrew Scopa)</p> <p>Goal Students in K-3 will gain knowledge of the five health units of The Great Body Shop in the classroom, including: Safety, Systems of the Body, Nutrition, Wellness, and Mental/Emotional Health.</p> <p>Action Plan Teach the Five Units. Provide opportunity for students to show examples of their learning by administering a cumulative pre and post test that covers material from all units to the Grade 3 class taught during quarter 2.</p> <p>Support/Resources The Children's Health Market Curriculum and Assessments Teacher Guides Student Issues Graphic organizers Department Meeting - Collaboration with peers Collaboration with Mentors Google Docs APS - Xeroxing Great Body Shop Website Use of TA's if available Video taping</p> <p>Timeline / Frequency Great Body Shop will be taught to grades K-3 September 2019 - June 2020. Great Body Shop Cumulative Pre and post test will be administered to the 3rd grade class taught during quarter 2 to assess learning. Pre test will be given the 1st day that the class meets before any material is taught and on the last day the class meets after all material had been taught.</p> <p>J. Christensen: During 2019-2020, grade 3 students will be introduced to backyard games such as Kan Jam, Bags, Horse Shoes, and Spike Ball into the Spark Curriculum in an effort to engage students and get them excited about learning Physical Education skills in a different medium. Skills will be reinforced</p>	
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			with the 4th and 5th graders who were introduced to these backyard games last year. These games are all historically competitive team games, but they can also be played cooperatively to help students work on social/emotional skills in addition to the Physical Education Skills	
Music	The K-5 elementary music department	2019-20 School Year	<p>During the 2019-2020 school year, elementary general music teachers will revise the Grade 2 general music curriculum to enable students to demonstrate proficiency in the following Massachusetts Arts Curriculum Framework clusters (MACF clusters are groups standards organized by artistic process):</p> <ol style="list-style-type: none"> 1. Creating with artistic intent 2. Presenting or performing artistic works to evoke, express, or communicate 3. Responding to arts through intellect and emotion 4. Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge. <p>Specific skill areas to be addressed to enable relative to clusters 1 and 2:</p> <ul style="list-style-type: none"> • Aural skills • Singing • Playing instruments • Reading and notating music • Improvising and composing <p>Pedagogical practice and grade level content, will be grounded Conversational Solfège methodology.</p> <p>To measure the impact on learning, teachers will also develop common assessments to track student growth.</p>	

Goal Two: Staff Excellence and Professional Development. The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

- Goal 2.1 To ensure the success of all students, Arlington Public Schools will continue to enhance, refine and communicate its comprehensive multi-tiered system of supports as a framework to improve student outcomes PK-12 in academics, social emotional competencies, cultural competency and college and career readiness. This will provide universal high-quality core educational experiences in a safe and supportive learning environment with supplemental and targeted interventions/supports for students who experience academic and/or behavioral difficulties identified through a refined student support team process. Teachers and staff will have professional development in topics of cultural competency as part of the district's overall focus on social-emotional growth. The following represent evidence of success. Creation of the **Safe & Supportive Schools (SASS)** District-wide Committee by October 30, 2017. Report on early implementation of each (K-8) school's SASS action plans developed in 2016-2017 by October 30, 2017. A report outlining the consistent SST practices, procedures, and documentation across the district by March 30, 2018. The number and position of educators who complete Youth Mental Health First Aid and Trauma Sensitive Practices Endorsement by June 2018. Report on cultural competency professional learning for teachers and administrators. Interim report by December 2017 and final report by June 2018. Plan for including cultural competency professional learning in our new teacher induction program by March 31, 2018.

- Goal 2.2 Increase the diversity of the APS staff over the 2016-2017 staffing levels to better reflect the diversity of our students. The following represents progress Hiring report presented to the School Committee in October 2017

- Goal 2.3 Provide ongoing and regular professional development in technology to support teachers in using technology to enhance teaching and learning in their classrooms. The following represents progress: Dates and focus of technology professional development submitted to the School Committee in June 2018

Bishop Goal: The Bishop staff will collaborate on an ongoing basis throughout the school year during faculty meetings, in-service days, and during school hours, receiving and providing professional development presented by colleagues, district directors and administrators, and outside consultants. Begin to build the foundation for specific work around **cultural proficiency** training by bridging this work to what we already do to help children feel safe and acknowledged.

Objective: To support the Bishop staff with new and ongoing curriculum initiatives, at the same time, developing a professional development capacity within the walls of the school.

Department	Person(s) Responsible	Timeline	Success Indicators	2019-2020 Progress

Social Emotional Learning and Practice	All Bishop Staff and Administration - Sara Burd, Rod MacNeal	September 2019-June 2020	<p>Goal Objective 2.1: Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.</p> <p>Social Emotional Learning: <i>Rationale: SEL efforts in the district have been varied and random in implementation without measured impact on student outcomes. Mapping competencies and practices will allow for the beginning of a district-wide system of SEL provided with fidelity and equal access.</i></p> <p>By June 2020, staff in grades PK-2 will demonstrate an increase in their knowledge base and skill set with Social Emotional Learning (SEL) competencies and classroom application through SEL workshops and optional SEL-focused learning walks. Grades 3-5 will follow in future school years.</p>	
Provide the Bishop staff with a professional development road map for the academic school year	Principal, Assistant Superintendent	September, 2019-June, 2020	The Bishop School Principal will provide the staff with the District Professional Development schedule, along with Bishop's specific faculty meeting time road map and scope.	
Bishop Grade Level Leader team to collaborate to develop common curricular vision as it relates to district alignment to the Common Core	Principal, Leadership Team	September, 2019-June, 2020	Every monthly grade level leader meeting will have time built into the agenda to for teachers and principal to monitor progress and develop and/or revise curriculum scope and sequence.	
Recruit and support Bishop staff to supply them with the tools, experience, and knowledge to facilitate professional development at Bishop	Principal	September, 2019-June, 2020	60 percent of the Bishop Faculty meetings will be facilitated by Bishop staff.	

APS Goal 3: Resources, Infrastructure, and Educational Environment:

The Arlington Public Schools will offer a cost-effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff, the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

- Goal 3.1 Complete the schematic and construction plans for the six-classroom addition for the Hardy Elementary School for opening in September 2018
- Goal 3.2 Complete the schematic and construction plans for the renovation of the Gibbs Sixth Grade School for opening in September 2018.
- Goal 3.3 Open the new six-classroom addition at Thompson Elementary School in September 2017 • Goal 3.4 Develop a space use reconfiguration plan for the Ottoson Middle School in preparation for the sixth grade moving to the Gibbs School in September 2018. Report to the School Committee by March 1, 2018. § Evidence of the above goals is as follows: Regular reports on building construction projects at 2017-2018 School Committee meetings. OMS reconfiguration plan presented to the School Committee in March1, 2018

Bishop Goal: To restructure the supply order process and protocol to better track common materials ordered annually by any given teacher/grade level.

Objective: To establish a more efficient, cost saving practice.

Action Steps	Person(s) Responsible	Timeline	Success Indicators	2019-2020 Progress
The Bishop administration will work collaboratively with the Town's Finance department to monitor the school's operating budget on a monthly basis	Principal, School Secretary, Town Finance Officer	September, 2017-June, 2020	The District's Chief Financial Director will supply all schools with a monthly budget report.	Ongoing with completed Munis training

APS Goal 4: Operations, Communication and Stakeholder Engagement The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is the community's most valuable asset.

- Goal 4.1 Provide all stakeholders opportunities for input into the Feasibility Study for the high school and the academic and operational plan for the Gibbs School. The following is evidence of the above goal. Dates of all meetings and focus group sessions for stakeholder groups (faculty, parents and community) for both the high school and Gibbs School submitted to the School Committee in June 2018. A report on feedback collected from parents and community members who attended the meetings will be given to School Committee members. Summary of these meetings will be given as a report to School Committee members.
- Goal 4.2. Expand the dashboard of district metrics to provide the community with a quick overview of key metrics of the Arlington Public Schools. The following is evidence of the above goals Improvements to the district dashboard from baseline of 2016-2017 by September 30, 2017

Bishop Goal: Weekly ‘Principal’s Updates’ will be sent out electronically to the Bishop Community, linked with the Bishop Parent-Teacher Organization updates and dates, along with any Community news that needs to be sent out.

Objective: To be clear and transparent with Bishop School goals and values, upcoming events and dates, and all newsworthy happenings

Action Steps	Person(s) Responsible	Timeline	Success Indicators	2019-2020 Progress
The Bishop School website will be updated every Thursday This year, the Bishop School Website will be revamped with new look along with more user friendly functions	Principal, PTO, webmaster	Ongoing	The Bishop Principal's Update will be sent out each Thursday afternoon, highlighting upcoming school, PTO, and community events and activities.	
The Bishop teachers and staff will develop classroom websites that will be updated weekly for the purpose of family and student	Bishop Staff, Principal, Bishop	September, 2019-June, 2020	100 percent of the Bishop staff will have plans to develop a classroom/department website that is updated weekly, used and, accessed by students and families.	

communication, tracking assignments, posting homework, videos, and blogs	Teacher Technology Liaison			
The Bishop School and Parent Teacher Organization will join together to support classroom and school enrichment programs, activities, and materials	Principal, PTO, Bishop Enrichment Coordinator	September, 2019-June, 2020	The Bishop Parent/Teacher Organization Co-President and School Principal will meet with individual grade levels and departments to assist with identifying needs that could be funded through small PTO grants. 60 percent of the Bishop classroom teachers will have submitted at least one grant request.	
The Bishop school will be represented at Town events throughout the year	Principal, staff, PTO	September, 2019-June, 2020	The School Principal and appropriate staff will attend Arlington Town Day, the Town's Trivia Bee, and any other Town sponsored event	