


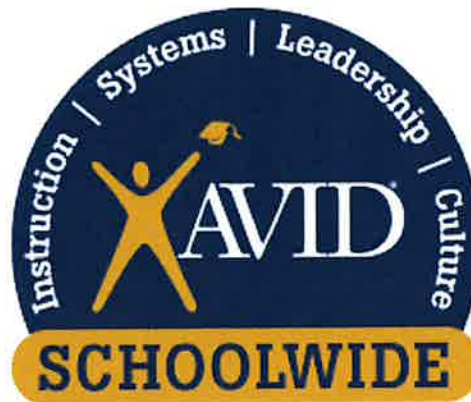
Bishop Elementary School Board Report

January 2020



LCAP GOAL 1: *Prepare students with the necessary skills to excel in college and career.*

| LCAP Action/Service 2019-2020 | What is Bishop Elementary doing? |
|--|---|
| <p>AVID- College and Career Ready School Culture</p> | <p>During our December staff meeting, I went over what Dina, our AVID representative, observed when she walked around our campus back on October 31st. At grade level PLCs on Monday, December 9, 2019, each grade level filled out the <u>AVID CCI</u>. Then the AVID/MTSS committee will receive each grade level's CCI and come up with comprehensive CCI for our school site this month during our AVID/MTSS Committee Meeting on Tuesday, January 14th. This will help us decide what we can improve on in reference to AVID.</p> <p>We have continued our College and Career awareness through College and Career Gear Wednesdays. Staff has been very supportive by wearing college gear on Wednesdays.</p>  |



About 20 students attended our "Hot Chocolate with the Principals" on Friday, December 6th from grades kindergarten through fifth grade. They shared what "Writing, Inquiry, Collaboration, Organization, and Reading" (WICOR) strategies they are utilizing in their classrooms. This was a huge success! Parents enjoyed hearing about what AVID strategies are being implemented in our classrooms.

Continue to provide small group instructional support in ELA and math.

After school programs for bilingual and homework support.

Updated from November's Report

Casa Bilingue and EL
Intervention/Homework Club- 21 students in attendance

Homework Club for 2nd-3rd- 9 students
Homework Club for 4th-5th- 15 students

Native American and Bilingual Liaisons- push in support where needed for at least 2 hours a day.

Casa Bilingue Parapros- rotate in and out of dual classrooms on a daily basis.

School Site Council

The School Site Council Council met on December 5th to amend and approve our bylaws, review our Safety Plan, and amend and approve our school site plan.

Here are our updated [bylaws](#)

| | |
|--|---|
| | <p>Here is our updated <u>SPSA</u> for the 2019-2020 school year; a signed copy is included in Katie's SPSA folder that was shared with you in December.</p> <p>Our next SSC meeting will be January 23rd at 2:40. We will be looking to revamp our School Site Plan for the 2020-2021 school year.</p> |
|--|---|

LCAP GOAL 2: *Increase the quality of instruction for all students by deepening implementation of CCSS, and by implementing EDI district-wide.*

| LCAP Action/Service 2018-2019 | What is Bishop Elementary doing? | | | | | | | | | | | | | | | | |
|-----------------------------------|--|-----------------|----------------|-----------------|----------------|-----------------------------------|------------|--------|-------|------------------------------|----------|----------|---------------|--------------------------|----------|----------|--|
| Moving forward with MTSS | <p>WIN time is still occurring in grades K-3. Fourth and fifth graders needing intervention are pulled out for reading intervention. The fourth cycle started when we got back Winter break. Please refer to Appendix 3 of this document when analyzing the information below.</p> <p>Kinder:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Kindergarten 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Intervention</th> <th style="text-align: center;">No Intervention</th> <th style="text-align: center;">Moved/Enrolled</th> </tr> </thead> <tbody> <tr> <td>Cycles 1 & 2 Beginning of year</td> <td style="text-align: center;">138 / 100%</td> <td style="text-align: center;">0 / 0%</td> <td style="text-align: center;">1 new</td> </tr> <tr> <td>Cycle 3 (End T1) 11/22/19</td> <td style="text-align: center;">81 / 58%</td> <td style="text-align: center;">58 / 42%</td> <td style="text-align: center;">2 moved/2 new</td> </tr> <tr> <td>Begin Cycle 4 1/13/20</td> <td style="text-align: center;">49 / 35%</td> <td style="text-align: center;">90 / 65%</td> <td></td> </tr> </tbody> </table> </div> <p><i>Notes:</i></p> <p><i>All students participated in 95% program at during the Cycle 1 and 2</i></p> <p><i>When Cycle 4 begins, 1/13/20, 32 students will have completed Skill 4 and moved into the N Intervention group. Classes will have one to four intervention groups.</i></p> <p><i>Students are not expected to begin Skill 5 until Cycle 6 which is scheduled to begin in May see Pacing Guide</i></p> | | Intervention | No Intervention | Moved/Enrolled | Cycles 1 & 2 Beginning of year | 138 / 100% | 0 / 0% | 1 new | Cycle 3 (End T1) 11/22/19 | 81 / 58% | 58 / 42% | 2 moved/2 new | Begin Cycle 4 1/13/20 | 49 / 35% | 90 / 65% | |
| | Intervention | No Intervention | Moved/Enrolled | | | | | | | | | | | | | | |
| Cycles 1 & 2 Beginning of year | 138 / 100% | 0 / 0% | 1 new | | | | | | | | | | | | | | |
| Cycle 3 (End T1) 11/22/19 | 81 / 58% | 58 / 42% | 2 moved/2 new | | | | | | | | | | | | | | |
| Begin Cycle 4 1/13/20 | 49 / 35% | 90 / 65% | | | | | | | | | | | | | | | |

First:

First Grade 2019-2020

| | Intervention | No Intervention | Moved/Entered |
|---|--|-----------------|---------------|
| Cycle 1 PA & Letters & Sounds | 83/41% PA = 50 kids L & S = 5 | 92/69% | |
| Cycle 2 PA, Letters & sounds and CVC | 69/36% P.A. = 38 L&S = 2 CVC = 16 | 100/68% | 3 moved |
| Cycle 3 Letters & sounds, CVC & blends | 49/30% L&S=3 CVC=18 Con. Bl = 26 | 100/70% | 2 new |
| Cycle 4 Cvc. blends | 36/23% CVC=14 CB=22 CD=8 | 119/77% | |

Notes:

The first cycle- the students participate in letters & sound groups and Phonological Awareness.

The second cycle - the students participated in letters & sounds, Phonological Awareness and CVC phonics.

The third cycle - the students participated in letters & sounds, CVC phonics and consonant blends.

In cycle 4 - the students will be in the cvc phonics, and consonant blends and maybe low digraph group if you the teachers want that. .

Second:

Second Grade 2019-2020

| | Intervention | No Intervention | Moved/Entered |
|--|---|-----------------|---------------|
| Cycle 1 Skill 2, 3, 4 & 5 Blending | 112/ 72% Blending=55 kids Skill 2 =14 Skill 3= 25 Skill 4 = 11 Skill 5 = 7 | 43/26% | |
| Cycle 2 Skill 2, 3, 4 & 5 | 68/38% Skill 2=15 Skill 3=26 Skill 4=11 Skill 5=7 | 97/62% | |
| Cycle 3 Skill 2, 3, 4 & 5 | 48/31% Skill 2=4 Skill 3=11 Skill 4=9 Skill 5=24 | 107/69% | |
| Cycle 4 Skill 2, 3, 4 5 & 6 | 44/28% Skill 2=2 Skill 3=2 Skill 4=6 Skill 5=17 Skill 6 = 17 | 111/72% | |

Notes:

- The first cycle-Two classrooms of 55 students participated in Blending whole group.
- The second cycle - the students participated in Skill 2 (CVC), Skill 3 (Consonant blends), Skill 4 (Consonant Digraphs) & Skill 5 (Silent e)
- The third cycle -the students participated in Skill 2 (CVC), Skill 3 (Consonant blend Skill 4 (Consonant Digraphs) & Skill 5 (Silent e)
- In cycle 4 -the students participated in Skill 2 (CVC), Skill 3 (Consonant blends), Skill 4 (Consonant Digraphs), Skill 5 (Silent e), & Skill 6 (Predictable Vowel Teams).

Third:

Cycle 4: 33 students various cycles 5-13

Fourth:

Fourth Grade 2019-2020

| | Intervention | No Intervention | Moved/Entered |
|--|---|-----------------|---|
| Cycle 1 Skill 2, 3, 5, & 6 | 19/14% Skill 2 = 6 Skill 3 = 4 Skill 5 = 5 Skill 6 = 4 | 119/86% | |
| Cycle 2 Skill 2, 3, 4, 5, & 6 | 21/15% Skill 2 = 5 Skill 3 = 4 Skill 4 = 2 Skill 5 = 5 Skill 6 = 4 | 117/85% | |
| Cycle 3 Skill 10, Skill 11 | 26/19% Skill 10 = 15 Skill 11 = 11 | 112/81% | |
| Cycle 4 Skill 10, Skill 11 & Skill 13 | 36/23% Skill 10 = 6 Skill 11 = 10 Skill 13 = 5 | 119/77% | 1 moved 3 Scored out for now. 1 qualified for RSP |

Notes:

- The first cycle - the students participated in Skill 2 (CVC), Skill 3 (Consonant blends), Skill 4 (Consonant Digraphs), Skill 5 (Silent e), & Skill 6 (Predictable Vowel Teams)
- The second cycle - the students participated in Skill 2 (CVC), Skill 3 (Consonant blends), Skill 4 (Consonant Digraphs), Skill 5 (Silent e), & Skill 6 (Predictable Vowel Teams)
- The third cycle - the students participated in Skill 10 (Closed Multi-Syllabication) & 11 (Long Vowel Multi-Syllables).
- The fourth cycle - the students participated in Skill 10 (Closed Multi-Syllables), 11 (Long Vowel Multi-Syllables) & Skill 13 (Vowel Team Multi Syllables).

Fifth:

Cycle 4: 10 students various cycles 11-15

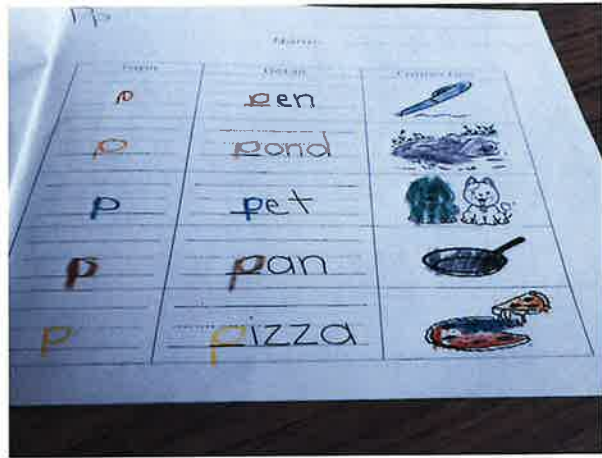
Monitor EDI, AVID, and Thinking Map implementation in classrooms.

Ongoing formal and informal observations/walkthroughs have taken place each week.

Formal observations for our non-tenured teachers are also taking place. Non-tenured teachers must be formally observed twice before December 15th and March 15th.

Here are EDI, AVID, Thinking Map techniques we have observed in classrooms during our walkthroughs and formal

observations:



Three Column Notes in Kindergarten



A Thinking Map



Three Column Notes

LCAP GOAL 3: *Ensure all student populations achieve annual measurable academic growth by providing targeted additional support in literacy and math.*

| LCAP Action/Service 2018-2019 | What is Bishop Elementary doing? |
|-------------------------------|--|
| After-school Enrichment | <p>After-school Enrichment is ongoing. Mrs. Rowan held her first Makerspace and Lego Robotics after-school enrichment classes last month. They were successful. Currently she has 20 students in both classes.</p> <p>Mr. Holland has started his after-school Lego Robotics program. He currently has 20 students enrolled. The after-school program will take place from 2:30-3:30 in his Room 32 on the following dates to start: January 14 January 21</p> |
| SMART GOALS for TRIMESTER 2 | <p>Here are the SMART Goals for Trimester 2 for each grade level.</p> <p><u>Kindergarten</u></p> <p><u>First Grade</u></p> <p>Second Grade: ELA-All students master reading vowel team words. Math-All students will improve their addition fluency rate; All students will have an understanding of place value hundreds, tens, and ones</p> <p><u>Third Grade</u></p> <p>Fourth Grade: Math Base 4 operations. ELA Main Idea and detail. Writing a narrative.</p> <p>Fifth Grade:Reading: STAR reading-increase by 0.2</p> |

| | |
|--|--|
| | <p>Writing: 3-5 well organized paragraphs in selected genre</p> <p>Math: 1. Multiply two digit whole numbers 2. Based on T1 either move to add/subtract fractions or continue with volume/multiplication facts</p> |
| Teachers use formative data in PLCs to provide timely remediation. | <p>Teachers review assessment results after each major assessment.</p> <p>A weekly agenda provided by administration.</p> |

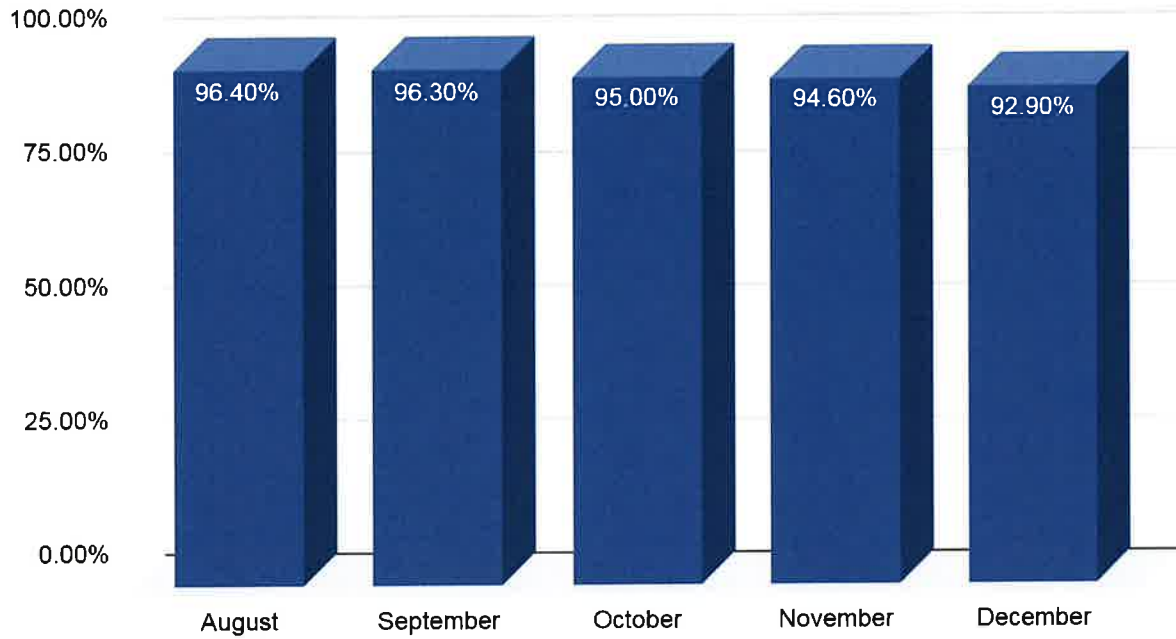
LCAP GOAL 4: *Increase students' perceptions of feeling safe, healthy, and connected at school.*

| LCAP Action/Service 2019-2020 | What is Bishop Elementary doing? |
|--|--|
| Provide student recognition programs to encourage and reward positive attributes. | <p>Our first student recognition assembly took place on December 6th. We recognized our "Leaders of the Month" for September through November and students with perfect attendance. Students really enjoyed hearing WHY they were chosen for "Leader of the Month." The parent turn out was AMAZING!</p> <p>The assemblies did last longer than we had expected, so this issue will be discussed at our next PBIS Committee Meeting on January 21st.</p> |
| Safety Plan and Monthly Drills | <p>We have been conducting our monthly fire drills at all times of the day. We participated in the Great California Shakeout in October and had a very quick response and evacuation during this drill. We have not conducted a lock down drill as of yet as these drills will be a talking point at the BUSD Safety Committee meeting on December 9th.</p> |
| Support peer and adult programs and activities for students that encourage positive school relationships and | <p>After reviewing our CHKS results, we realized we needed a program that would help us improve school connectedness. We</p> |

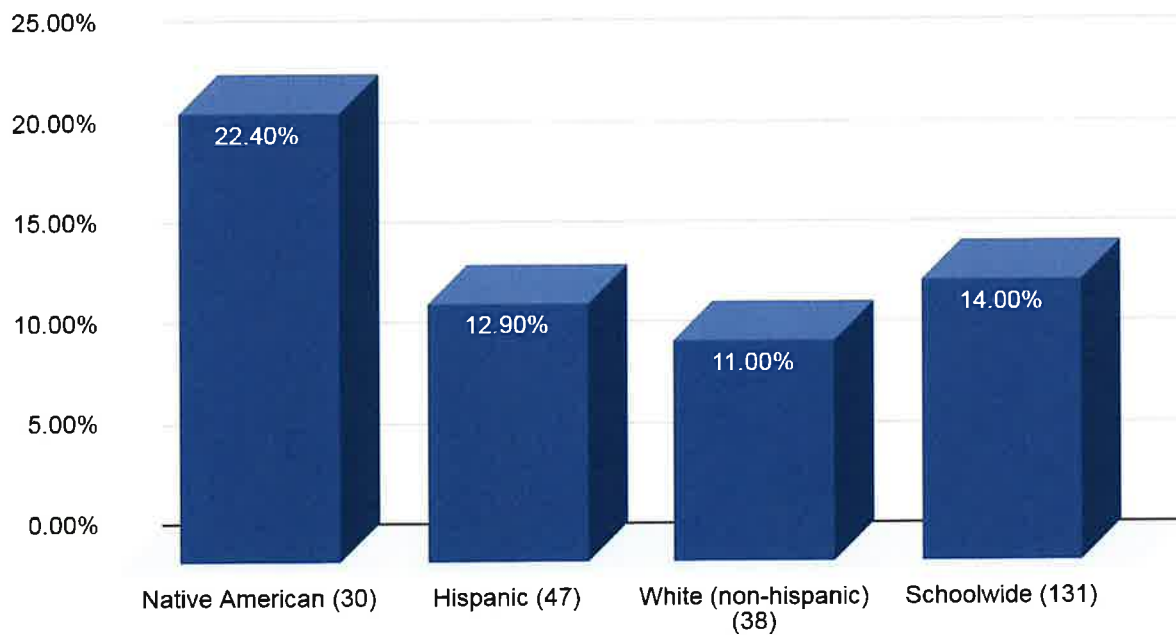
| | |
|---|---|
| <p>healthy choices.</p> | <p>implemented the House Project to give students another healthy adult connection outside of their regular teacher. This program is currently postponed due to other initiatives, but we are having positive results through this program and the lessons being taught using the 7 Habits curriculum. We plan to bring up the "House Project" at our next PBIS Committee meeting on January 21st at 2:40 in the library.</p> |
| <p>Revitalize PBIS through increased attention and focus.</p> | <p>We have been using a new program called PBIS Rewards. This has made our PBIS system more electronic. Students receive points and can track their balance online and then spend their points at our RAM Store anytime they want, rather than just three times a year. Students are awarded points for being Respectful, Responsible, or Safe.</p> |

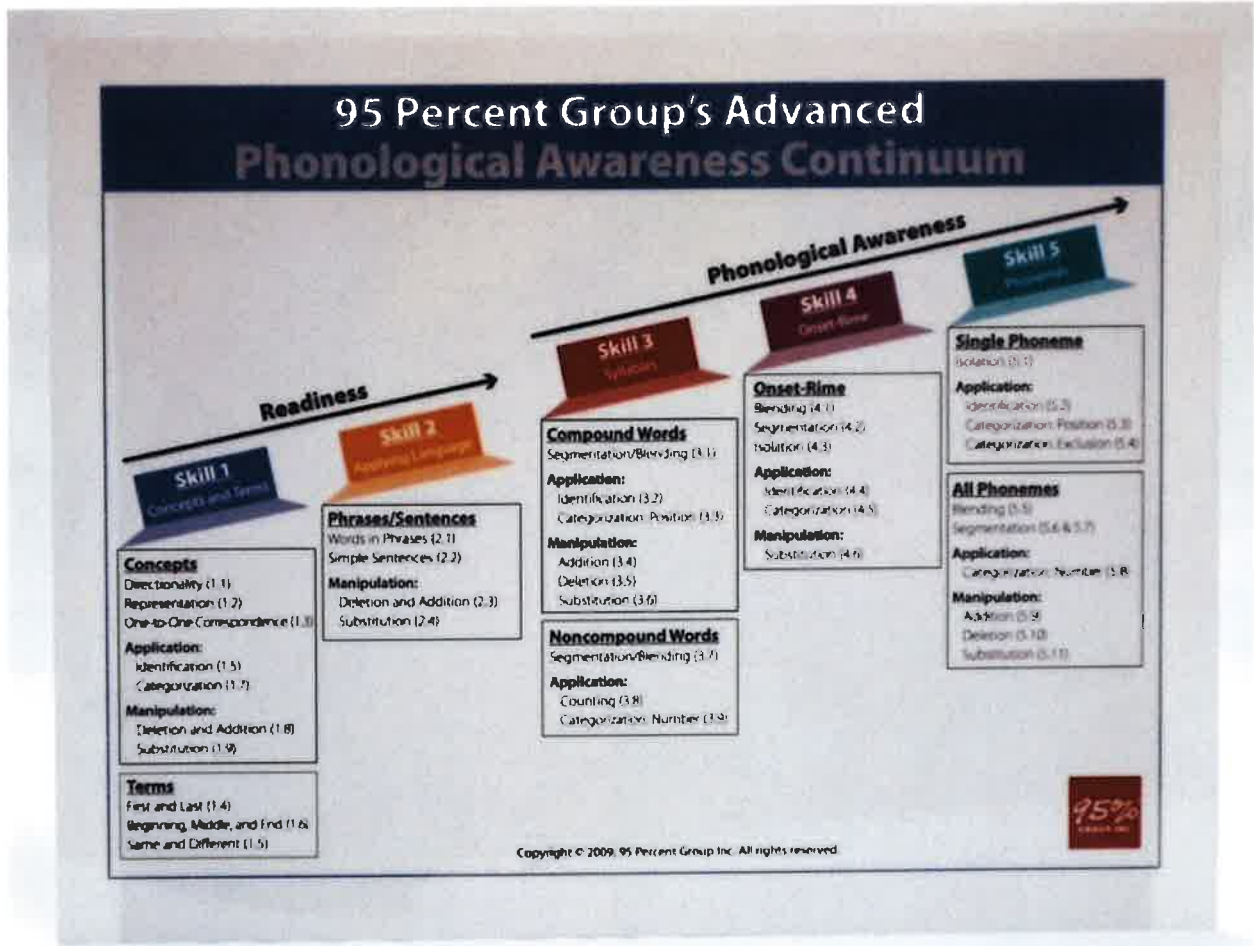
Attendance

2019-2020 Attendance Rates (ADA)



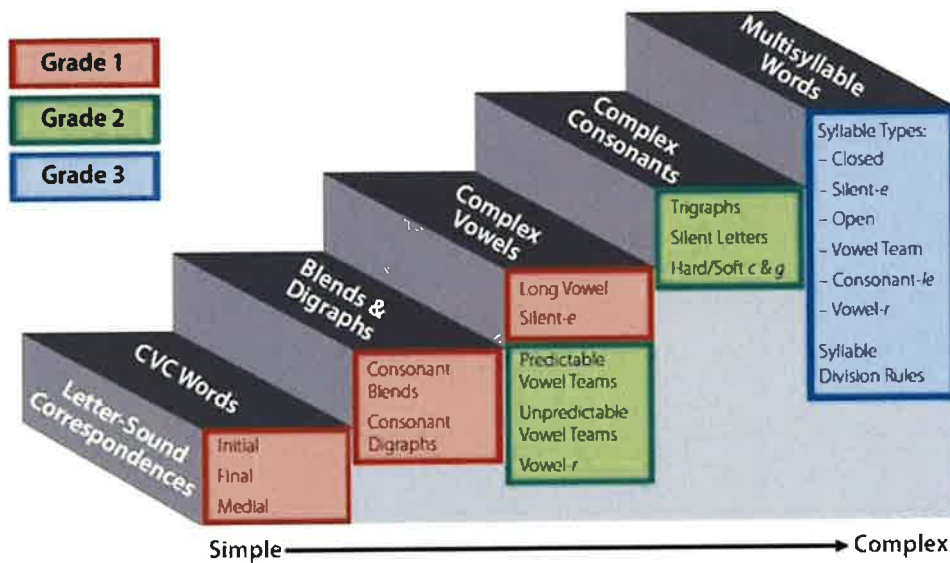
2019-2020 Chronically Absent (YTD)





Appendix 1: 95% Phonological Awareness Continuum

95 Percent Group's Phonics Continuum Skills Mastered at Grades 1–3

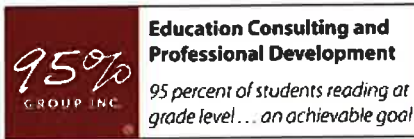


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Phonics Lesson Library™ Basic Kit Includes 32 Lessons

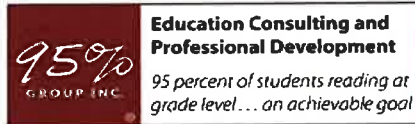
| Skill 2 | Consonant Vowel Consonant (CVC) | Skill 5 | Long Vowel Silent-e |
|---------|---|---------|---|
| 2.1 | Short Vowel, Short a | 5.1 | Long Vowel Silent-e, Long a |
| 2.2 | Short Vowel, Short a (Followed by Nasals) | 5.2 | Long Vowel Silent-e, Long i |
| 2.3 | Short Vowel, Short i | 5.3 | Long Vowel Silent-e, Long a, e, i, o, u |
| 2.4 | Short Vowel, Short o | 5.4 | Long Vowel Open Syllable |
| 2.5 | Short Vowel, Short e | 5.5 | Phonograms (ang, ing, and ong) |
| 2.6 | Short Vowel, Short u | 5.6 | Phonograms (ink, ank, and onk) |
| Skill 3 | Consonant Blends | 5.7 | Phonograms (ild and ind) |
| 3.1 | Initial S-Blends | 5.8 | Phonograms (old, olt, and ost) |
| 3.2 | Initial L-Blends | 5.9 | Phonograms (all, oll, and alk) |
| 3.3 | Initial R-Blends | 5.10 | Long Vowel Silent-e, Long e |
| 3.4 | Initial 3-Letter Blends | 5.11 | Long Vowel Silent-e, Long o |
| 3.5 | Final S-Blends | 5.12 | Long Vowel Silent-e, Long u |
| 3.6 | Final L- and T- Blends | | |
| 3.7 | Final Preconsonant Nasal Blends | | |
| 3.8 | Past Tense (Inflected -ed) | | |
| Skill 4 | Consonant Digraphs | | |
| 4.1 | Initial Digraphs (ch/sh) | | |
| 4.2 | Final Digraphs (ch/sh) | | |
| 4.3 | Digraphs (th/wh) | | |
| 4.4 | Final Digraph (ck) | | |
| 4.5 | Floss Rule | | |
| 4.6 | Initial qu and Final x | | |



Phonics Lesson Library™ Advanced Kit Includes 25 Lessons

| Skill 6 | Predictable Vowel Teams |
|---------|------------------------------------|
| 6.1 | Vowel Teams (oa and igh) |
| 6.2 | Vowel Teams (oe and ee) |
| 6.3 | Vowel Teams (ai and ay) |
| 6.4 | Vowel Teams (oi and oy) |
| 6.5 | Vowel Teams (au and aw) |
| Skill 7 | Unpredictable Vowel Teams |
| 7.1 | Vowel Teams, Two Sounds of ie |
| 7.2 | Vowel Teams, Two Sounds of ow |
| 7.3 | Vowel Teams, Two Sounds of ea |
| 7.4 | Vowel Teams, Two Sounds of oo |
| 7.5 | Vowel Teams, Two Sounds of ou |
| 7.6 | Vowel Teams, Two Sounds of ew |
| Skill 8 | Vowel-r |
| 8.1 | Vowel-r: ar and or |
| 8.2 | Vowel-r: er, ir and ur |
| 8.3 | Words Beginning with w+ar and w+or |
| 8.4 | Vowel-r: Phonograms (air and are) |
| 8.5 | Vowel-r: Phonograms (oar and ore) |
| 8.6 | Vowel-r: Phonograms (ear and ere) |

| Skill 9 | Complex Consonants |
|---------|---------------------------------|
| 9.1 | Silent Letters (kn and gn) |
| 9.2 | Silent Letters (wr and mb) |
| 9.3 | Complex Consonants (ck and k) |
| 9.4 | Complex Consonants (tch and ch) |
| 9.5 | Hard and Soft c and g |
| 9.6 | Phonograms (ace, age and ice) |
| 9.7 | Complex Consonants (dge and ge) |
| 9.8 | Past Tense Complex |



Phonics Lesson Library™ Multisyllable Kit Includes 18 Lessons

| | |
|-----------------|--|
| Skill 10 | Closed Syllables |
| 10.1 | Closed, Single Syllable |
| 10.2 | Closed, Simple Multisyllable |
| 10.3 | Closed, Complex Multisyllable |
| 10.4 | Closed, Schwa Multisyllable |
| Skill 11 | Long Vowel Silent-e |
| 11.1 | Long Vowel Silent-e, Single Syllable |
| 11.2 | Long Vowel Silent-e, Simple Multisyllable |
| 11.3 | Long Vowel Silent-e, Complex Multisyllable |
| Skill 12 | Open Syllables |
| 12.1 | Open, Single Syllable |
| 12.2 | Open, Simple Multisyllable |
| 12.3 | Open, Complex Multisyllable |
| Skill 13 | Predictable Vowel Teams |
| 13.1 | Predictable Vowel Team, Single Syllable |
| 13.2 | Predictable Vowel Team, Multisyllable |
| 13.3 | Unpredictable Vowel Team, Single Syllable |
| 13.4 | Unpredictable Vowel Team, Multisyllable |
| Skill 14 | Consonant-le |
| 14.1 | Consonant-le, Single and Multisyllable |
| Skill 15 | Vowel-r |
| 15.1 | Vowel-r, Single Syllable |
| 15.2 | Vowel-r, Simple Multisyllable |
| 15.3 | Vowel-r, Complex Multisyllable |

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Appendix 3: Phonics Lesson Library