



BISHOP ELEMENTARY **SCHOOL CONTINUOUS** **IMPROVEMENT PLAN** **2025-2026**



Post-secondary Pathways for 2025-2026 SCIPs

Improvement Goal(s):

1. Achieve an 80% completion rate of assignments in Xello at each grade level 3-12.

Instructions: Please fill in all of the shaded areas below with the requested information.

Initiative A: Implement Xello and supporting lessons to help every student develop and implement a plan for life after high school, referred to as the “postsecondary plan”		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Jovan Kristo Megan Hansen Wendy J. Moritz	Counselor Instructional Coach Principal	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. Convene a Postsecondary Pathways Team or other designated team, that includes school counselors, the principal or assistant principal, teachers, and other appropriate staff to guide the school’s postsecondary pathways strategy.	(Admin, Counselor, Coach, Emotional Wellbeing Team)	DONE 2024-2025
2. Identify delivery model to be used for teaching and supporting required activities during designated postsecondary readiness time using Xello and the supporting curriculum, and document progress using the assignment feature in Xello.	(Admin, Counselor, Coach, Emotional Wellbeing Team)	DONE 2024-2025

3. Provide all school staff with an introduction to the core components of postsecondary and career readiness, the functionalities of Xello, and promote reflection and discussion of ways they can integrate postsecondary and career readiness into their teaching and other work with students	(Jovan Kristo, Counselor)	DONE 2024-2025 BTS Week 2025-2026
4. Identify the staff members who will guide students through the use of Xello and the Success Plan curriculum and provide staff with written instructions and professional development to prepare them to lead students through the content.	(Jovan Kristo, Counselor)	DONE 2024-2025
5. Engage the school's postsecondary pathways leadership team, or other designated team, in reviewing and monitoring the completion of postsecondary readiness tasks, assignments and steps as recorded in Xello. Review and response to data will be completed at minimum on a quarterly basis.	(Admin, Counselor, Coach)	SCIP Check-in timeline
6. Develop a plan for sharing completion data and response plan with staff.	(Admin, Counselor, Coach)	EOY 2025-2026

MTSS 2025-2026 SCIP TEMPLATE

Improvement Goal:

1. Increase the percentage of students who meet the criteria for “on track” in reading on the FastBridge assessment by 3.5 percentage points

Instructions: Please fill in all the shaded areas below with the requested information.

Initiative A: Scheduling for Student Support		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Wendy J. Moritz	Principal	
Jill Ryan	Assistant Principal	
Megan Hansen	Instructional Coach	
Anna Passe	Special Education Coach	
Caitlin Hansen	Kindergarten	
Jess Rollie	1st grade	
Kathy Fields	2nd grade	
Andrea Johnson	3rd grade	
Neil Hopfer	4th grade	
Cami Olson	5th grade	
Terri Lutes	Autism Spectrum Disorder Teacher	
Leslie Gorfine	Multiple Languages Teacher	
Brandi Vieths	Special Areas	
Dawn Schuster	Reading Support	
Jenna Retterath	School Social Worker	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date

1. NEW: The MTSS Leadership Team and Building Master Scheduler(s) will coordinate daily schedules to ensure that students receiving multiple support services (i.e., interventions, IEP, MLL, etc.) receive interventions while maintaining access to core instruction.	Admin SCIP?	September 5 or Sept 12?
2. CONTINUE / ENHANCE: <u>Elementary</u> The MTSS Leadership Team and Building Master Scheduler(s) will develop a Tier 2 and 3 intervention schedule with dedicated intervention blocks to avoid conflicts with core instruction.	Admin (ML, SPED, AL, Reading, Math, AmeriCorps, etc) SCIP Team?	September 5 or Sept 12?

Initiative B: MTSS Leadership and Collaboration	
Who is responsible for overall leadership of this initiative?	
Name	Role
Wendy J. Moritz Jill Ryan Megan Hansen Anna Passe Caitlin Hansen Jess Rollie Kathy Fields Andrea Johnson Neil Hopfer Cami Olson Terri Lutes Leslie Gorfine Brandi Vieths Dawn Schuster Jenna Retterath	Principal Assistant Principal Instructional Coach Special Education Coach Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade Autism Spectrum Disorder Teacher Multiple Languages Teacher Special Areas Reading Support School Social Worker

What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. MUST COMPLETE: Establish an MTSS Leadership Team with clear roles, recurring meeting dates, meeting routines, and feedback systems to guide implementation, monitor progress, and improve effectiveness over time. CONTINUE / ENHANCE: Improve the effectiveness of the MTSS Leadership Team by defining clear roles, meeting routines, and feedback systems to guide implementation, monitor progress, and improve effectiveness over time.	SCIP team with the goal of refining the committee so that MTSS is a Leadership of its own?	June 2026
2. MUST COMPLETE: Design and implement a weekly PLC schedule using a consistent cycle of inquiry and data-driven problem-solving process across all teams. CONTINUE / ENHANCE: Improve the effectiveness of PLCS to use a consistent cycle of inquiry and data-driven problem-solving process across all PLC team structures.	Admin, Coach, SCIP Team as PLC Leaders	September 2025 - June 2026
3. CONTINUE / ENHANCE: The MTSS Literacy Team will create a clear communication plan with staff that defines the tiers of support and the process for accessing support for students, the assessment administration cycle, themes from universal screening results, and data team meeting cycles.	Coach Hansen (MTSS HB Flowchart - a fluid, supportive document)	Draft is done Review in September at PLC Launch

Initiative C: Strengthen Tier 1 Literacy and Data-Driven PLCs
Who is responsible for overall leadership of this initiative?

Name	Role	
Wendy J. Moritz Jill Ryan Megan Hansen Anna Passe Caitlin Hansen Jess Rollie Kathy Fields Andrea Johnson Neil Hopfer Cami Olson Terri Lutes Leslie Gorfine Brandi Vieths Dawn Schuster Jenna Retterath	Principal Assistant Principal Instructional Coach Special Education Coach Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade Autism Spectrum Disorder Teacher Multiple Languages Teacher Special Areas Reading Support School Social Worker	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. CONTINUE / ENHANCE: PLCs will improve their effectiveness in selecting common formative assessments aligned to prioritized learnings to monitor the effectiveness of core instruction.	RPS Document (Katie Fields, Jamie Berry, Lindsey Reishus, Kathy Betzen) All teams continue to prioritize looking at student work and identifying common assessments Prioritized Learning or EOs? W&W?	2025-2026 with the leadership of The Office of Academics
2. CONTINUE / ENHANCE: PLCs will improve their effectiveness to analyze formative data using a problem-solving framework to adjust and implement instruction for improving learning.	RPS Admin Coach SCIP Team (reps on each PLC)	2025-2026

3. CONTINUE / ENHANCE: PLCs and the MTSS Literacy Team will improve their effectiveness to use assessment data to identify and implement targeted Tier 1 interventions with a clear plan for instruction, monitoring, and follow-up.	This practice is already in place at HB, embedded in Data Retreats and Extended PLCs	2025-2026
4. CONTINUE / ENHANCE: Assess the need for professional development on the use of the literacy resource map and identify specific individuals to participate in ongoing training on evidence-based and structured literacy practices.	RPS Admin Coach (trng ESPs) SCIP TEAM	2025-2026

Initiative D: Strengthen Tier 2 & 3 Intervention Support	
Who is responsible for overall leadership of this initiative?	
Name	Role
Wendy J. Moritz Jill Ryan Megan Hansen Anna Passe Caitlin Hansen Jess Rollie Kathy Fields Andrea Johnson Neil Hopfer Cami Olson Terri Lutes Leslie Gorfine Brandi Vieths Dawn Schuster Jenna Retterath	Principal Assistant Principal Instructional Coach Special Education Coach Kindergarten 1st grade 2nd grade 3rd grade 4th grade 5th grade Autism Spectrum Disorder Teacher Multiple Languages Teacher Special Areas Reading Support School Social Worker
What major action steps will your team take to implement this initiative?	

Action Steps	Lead Staff	Target Completion Date
1. CONTINUE / ENHANCE: The MTSS Leadership Team will review screening data to assess resources and set entry criteria for Tier 2 (about 20% of students) and Tier 3 (15% or fewer), identifying students based on need and prior support.	Admin, Coach, Reading and Math Resources SCIP Team	2025-2026
2. NEW: The MTSS Leadership Team will create a building-wide process for conducting diagnostic literacy assessments to identify student specific instructional needs in Tier 2 & Tier 3.	DONE	2025-2026 Continue!
3. CONTINUE / ENHANCE: The MTSS Leadership Team will set expectations for progress monitoring of Tier 2 & 3 students, including frequency, data types, timelines, and who will analyze and review the data.	SCIP TEAM PLCs	2025-2026
4. CONTINUE / ENHANCE: Interventionists will choose and implement evidence-based Tier 2 & 3 interventions based on student needs, using the literacy resource map to ensure alignment with recommended strategies.	Admin, Coach, Intervention Staff, SPED	2025-2026

5. CONTINUE / ENHANCE: The MTSS Leadership Team will establish a communication protocol to inform families when Tier 2 & 3 supports begin and provide strategies to reinforce these interventions at home.	RPS (READ ACT Handouts) Admin, Coach, Classroom Teachers (Develop an HB message, in regards to all services outside of the classroom - inform, sometimes they refuse) (Who are they working with, what are they working on, when do they go, how often) Title I Family Engagement (at home!)	2025-2026
6. CONTINUE / ENHANCE: MTSS Problem Solving Teams will use the taxonomy of intervention intensity to strengthen Tier 3 interventions for students not making expected progress, ensuring targeted support.	Admin Coaches Interventionists and Support Staff Intervention PLCs	2025-2026
7. CONTINUE / ENHANCE: The MTSS Leadership Team will define a process for Problem Solving Teams to document and review Tier 3 plans quarterly, evaluating intervention fidelity and student progress.	Admin Coaches	2025-2026