Alexander Graham Bell Elementary School

Ravenswood-Ridge Elementary Network

3730 N Oakley Ave Chicago, IL 60618

ISBE ID: 150162990252082

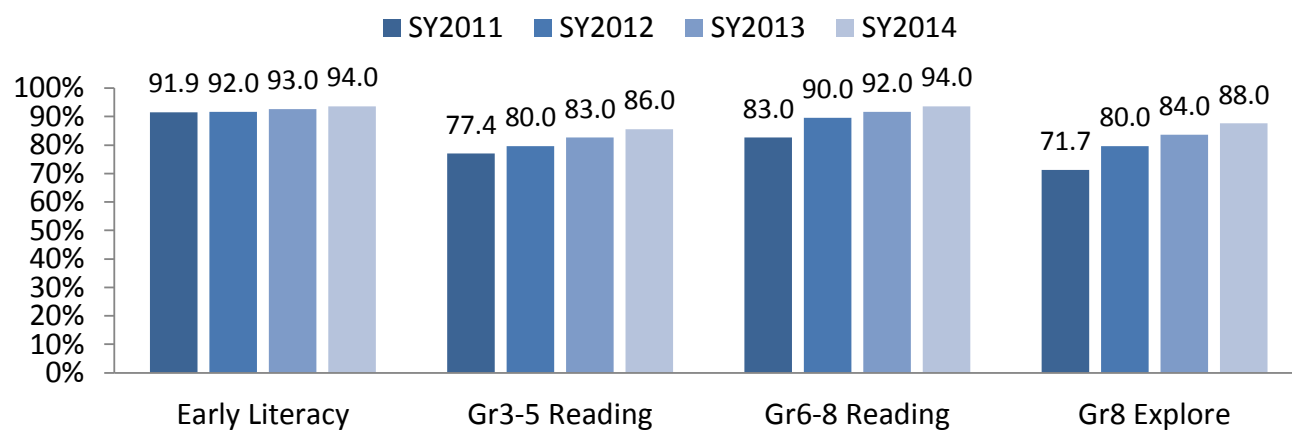School ID: 609799

Oracle ID: 22231

Mission Statement

Bell School will teach all of its students the foundational academic and social skills they need to achieve their highest ambitions; will help all of its students learn to be respectful, thoughtful, and well-balanced; and will challenge all of its students to excel as engaged citizens of the world.
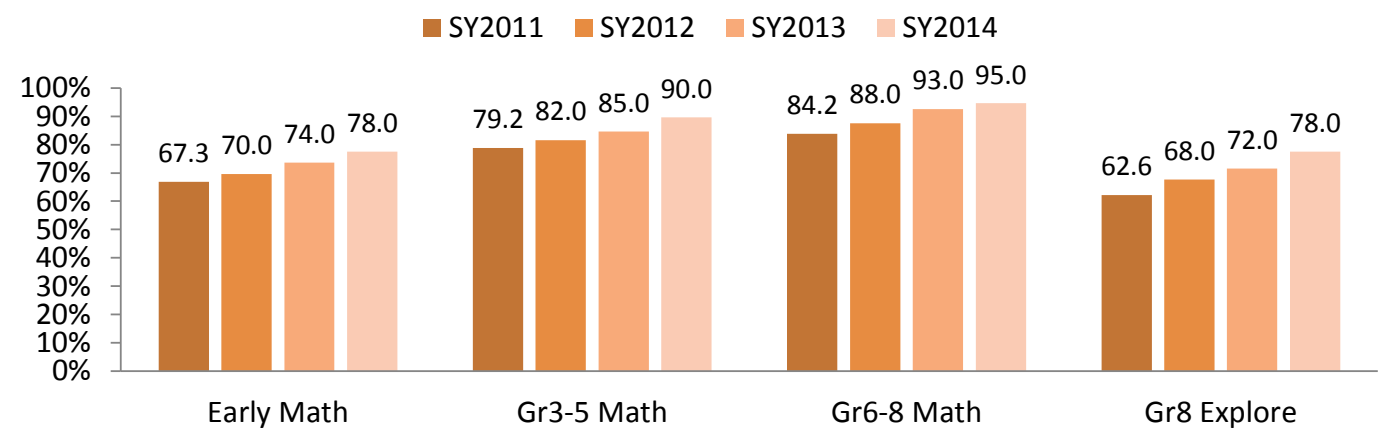
Strategic Priorities

1. Proactive school-wide and classroom management program to maximize instructional time and promote positive interactions in the building

2. Development of a school mentor program

3. Having faculty use reasearch-supported practices that would improve quality of instruction at Bell School

4. Reduced class size teachers

School Performance Goals

Literacy Performance Goals

SY2011 | SY2012 | SY2013 | SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	91.9	77.4	83.0	71.7
SY2012	92.0	80.0	90.0	80.0
SY2013	93.0	83.0	92.0	84.0
SY2014	94.0	86.0	94.0	88.0

Math Performance Goals

SY2011 | SY2012 | SY2013 | SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	67.3	79.2	84.2	62.6
SY2012	70.0	82.0	88.0	68.0
SY2013	74.0	85.0	93.0	72.0
SY2014	78.0	90.0	95.0	78.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Alexander Graham Bell Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Sandra Caudill	Principal
Andrew Dunkle	Assistant Principal
Kathleen Miller	Assistant Principal
Kathleen Sharer	Lead/ Resource Teacher
Susie Kelly	Classroom Teacher
Jennifer Hawrysko	LSC Member
Sarah Manuel	Classroom Teacher
Leanne Luczak	Classroom Teacher
Clare McGrath	Special Education Faculty
Leah Cooper	ELL Teacher
Theresa Martinez	LSC Member

CIWP

2012-2014 Continuous Improvement Work Plan

Alexander Graham Bell Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	91.9	92.0	93.0	94.0	**Early Math** % of students at Benchmark on mClass	67.3	70.0	74.0	78.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	77.4	80.0	83.0	86.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	79.2	82.0	85.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.3	58.0	63.0	68.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	54.7	58.0	62.0	66.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	83.0	90.0	92.0	94.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	84.2	88.0	93.0	95.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.6	60.0	64.0	68.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	49.8	56.0	63.0	70.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	71.7	80.0	84.0	88.0	**Explore - Math** % of students at college readiness benchmark	62.6	68.0	72.0	78.0

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.3	96.5	96.7	96.9	**Misconducts** Rate of Misconducts (any) per 100	6.3	6.0	5.0	4.5

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	89.7	90.0	90.3	90.6		**ISAT - Reading** % of students exceeding state standards	57.9	59.0	60.0	61.0
ISAT - Mathematics % of students meeting or exceeding state standards	93.5	94.0	94.5	95.0		**ISAT - Mathematics** % of students exceeding state standards	64.0	65.0	66.0	67.0
ISAT - Science % of students meeting or exceeding state standards	91.9	92.5	92.7	92.9		**ISAT - Science** % of students exceeding state standards	52.0	53.0	54.0	55.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	*Goals and theory of action*	-->		**2**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	All staff members are provided with a copy of the school improvement plan at the beginning of each year, and goals are clearly reviewed during professional development sessions at the beginning of each year. 60 percent of teachers agree that school-wide goals are clearly established and communicated as reported on the School Effectiveness survey administered in September, 2011.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The school has a professional development committee with teachers and paraprofessional staff members to evaluate instructional needs and plan sessions accordingly. The Instructional Leadership Team has worked with staff this year to begin implementation of CCSS and new unit design plans. Parents are provided with accurate information on school performance and goals several times a year including Parent Forums, LSC meetings, Report Card Pick Up Days, Curriculum Nights and weekly newsletters.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teachers have several leadership opportunities including the Instructional Leadership Team, Grade Level Chairs, Professional Development Committee, Coaching, Writing and Technology Committees. Teachers are provided an opportunity to lead professional development sessions on several topics throughout the school year as designed by the Professional Development Committee.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	As indicated on the School Effectiveness survey administered to teachers in September, 2011, 62 percent of teachers reported that they did not have enough information regarding the practices and procedures for the Instructional Leadership Team to agree or disagree about the team's effectiveness. The Instructional Leadership Team model has evolved at Bell over the past few years as there is now a much stronger focus on distributive leadership. This year, the team has met regularly to discuss several school-wide issues, attend network meetings, and lead professional development sessions for the entire staff. Team members presented to the entire staff on several professional development days regarding the Understanding by Design planning model. The ILT has representation from primary, intermediate and upper grade teachers as well as staff members from all three departments. The team engages in regular reflection on its own practices through exit surveys and continual dialogue.	
Monitoring and adjusting	--->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	As indicated on the School Effectiveness survey administered to teachers in September, 2011, 58 percent of K-4 teachers agreed that we do have a systematic approach to reviewing data and making data driven decisions regarding instruction, whereas only 32 percent of teachers in grades 5-8 agreed. This is perhaps based on the different assessments administered in terms of DIBELS and Scantron. Many students score significantly above grade level which tends to negatively skew the growth reports.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	The entire staff was surveyed regarding the School Effectiveness Framework, and approximately 52 percent of all teachers agreed that the curriculum is well-planned, standards-based and rigorous. The Instructional Leadership Team has been working with teachers to implement a new lesson plan design to correlate with the CCSS for the 2012-2013 school year. Grade level teams meet every quarter to complete curriculum maps with the CCSS.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	On the School Effectiveness Survey, 59 percent of teachers agreed that instructional materials are aligned with state standards and adequately support differentiation. Our new writing program has also increased vertical alignment in this key area of instruction.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	On the School Effectiveness Survey, 60 percent of teachers report that assessments are aligned with standards and tiered properly to accommodate differentiated learning styles. The Instructional Leadership Team has been discussing ways to increase the use of data to inform instruction for all grade level teams. A new model will be introduced when the school begins using the NWEA assessment in the 2012-2012 school year.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	72 pecent of teachers agreed that instructional methods are grounded in foundational pedagogical practice on the School Effectiveness Survey administered in September, 2012. On the My Voice, My School survey, we received an "average" for Ambitious Instruction. Teachers participate in a yearly professional development day in which colleagues lead sessions on specific instructional techniques and staff members attend a minimum of three workshops to learn and integrate new strategies into their own teaching. Teachers submit lesson plans each week to ensure that student accommodations are being met.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	65 percent of K-4 teachers agree that our current RTI program effectively identifies students in need of additional support as well as provides appropriate interventions for our students. Only 48 percent of teachers in grades 5-8 agree that our program meets these needs. Some of the issues the school has faced regarding RTI interventions in the upper grades include scheduling and availability of additional resources. This continues to be an identified area of improvement for our school.	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	79 percent of K-4 teachers agree that our professional development plan is in alignment with our school-wide goals, is planned effectively with staff input, and is relevant to teachers and paraprofessional support staff, whereas only 52 percent of teachers in grades 5-8 agree. This information may indicate that the needs of teachers in different grades levels should be addressed in a more direct manner as we continue planning for the upcoming school year.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		2
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	50 percent of all teachers agree that our current grade level team structure provides adquate meeting time with specific planning and data review processes in place. Time is a constant obstacle as it is very difficult to schedule common planning time across all three departments during the school day.	
	Instructional coaching	-->		2
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	School Effectiveness survey results indicate a discrepancy between K-4 teachers and 5-8 teachers, as 67 percent and 33 percent of teachers agree that our current program meets the needs of all staff members. Many teachers in the higher grade levels are specialized, so there are fewer individuals in the building with similar skill sets and needs. This is again an area that should be addressed in professional development planning for the 2012-2013 school year.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* -->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Students have opportunities to represent their individual needs via Student Council. Student Council meets with teachers and administration on a regular basis. Students participate in CPS Algebra Initiative.	
	Relationships -->			**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	We received ratings of strong and very strong on the My Voice, My School Survey in the areas of Supportive Environment and Involved Families. Students participate in the PALS program, overnight trips, and residencies which promote inclusion between the three programs. Students in the Neighborhood and Options program receive instruction in American Sign Language to promote communication with their deaf and hard of hearing peers.	
	Behavior& Safety -->			**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	We received a rating of very strong on the My Voice, My School in the area of safety with a score of 99. We have a PBIS Committee consisting of teacher and administration members, and a schoolwide rubric which designates consequences for inappropriate behavior. Student Code of Conduct is used for more serious infractions. Students attend an expectations assembly at the beginning of each school year. Information is also provided in our Parent Handbook.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Parents are provided with information regarding school performance through monthly LSC meetings, Parent Forum meetings, weekly email news blasts and monthly newsletters. Teachers have curriculum meetings with parents at the beginning of the school year to outline the expectations for the entire year. Parents are able to contact teachers via Parent Portal and email. We host several information events for parents including Open House, High School Information Night, Selective Enrollment Tours, and tours for prospective parents.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers meet with parents on Report Card Pick Up Days, and as needed based on parent requests and RTI interventions. Teachers respond to parent emails/phone calls within 24 hours. Over 85 percent of Bell families are on the Parent Portal, and teachers are expected to enter grades on a weekly basis.	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Bell hosts several family events throughout the year including Open House, Family Nights, Fine Arts Assemblies, School Musicals, assemblies, Science Fairs, Spelling/Geography Bees and student presentations. Parents are invited and encouraged to attend all events. Students in grades 5-8 participate in overnight field trips with all departments, and parents are encouraged to attend as chaperones. Teachers frequently have classroom presentations for parents.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Case managers conduct regular meetings to address IEP goals and accommodations. RTI team meets regularly to discuss student progress and meets with parents when additional interventions are deemed necessary.	
College & Career Exploration and election	-->		**4**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	School Counselor hosts an information night for all parents of 8th grade students in October. Students also participate in a fall high school fair as well as individual meetings with the school counselor.	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Students complete a Career and High School Exploration project in 7th grade with our school counselor and librarian. Students participate in a high school fair with neighboring schools. We have a strong relationship with our neighborhood high school to provide information to students regarding programs and events.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	School has tuition based after school programming and clubs in a variety of areas including robotics, fine arts, chess and band. Students in grades 5-8 participate in CPS athletics, Battle of the Books, Future Problems Solvers, and Conservation Club.	

Left margin vertical text: 6: College and Career Readiness Supports

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	--->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	All 8th grade students participate in the Explore assessment.	
	College & Career Admissions and Affordability	--->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	--->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	We offer several orientation opportunities for incoming parents, particularly in the kindergarten and Options programs. Early registration for Kindergarten takes place in the spring. We meet with parents of students in grades 3, 6 and 8 to review and discuss the promotion requirements at the beginning of the year. We have a meeting for all 8th grade parents and students in the fall to explain the high school application process as well as all options. Curriculum presentations for parents take place every fall.	

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**2012-2014 Continuous
Improvement Work Plan**

Alexander Graham Bell Elementary School

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School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	--->		**4**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	We have a school budget committee which meets on a monthly basis to ensure that all budget lines are spent accordingly. All discretionary spending is thoughtfully reviewed and decisions regarding future allocations are made with current budget information.	
	Building a Team	--->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	We actively work to identify talented teachers for potential vacancies through partnerships with several universities. Teachers are often included in the interview process when seeking new staff members.	
	Use of Time	--->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Teacher representatives meet over the course of the summer to create the schedule for all elective courses that meets the needs of all three departments. School schedule is designed to accommodate needs of all departments as well as the developmental levels of students.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Bell School will teach all of its students the foundational academic and social skills they need to achieve their highest ambitions; will help all of its students learn to be respectful, thoughtful, and well-balanced; and will challenge all of its students to excel as engaged citizens of the world.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Proactive school-wide and classroom management program to maximize instructional time and promote positive interactions in the building	Bell had an overall increase in the number of suspensions and student referrals this year which equated to time out of the classroom for several students. The implementation of a proactive program will establish clear student expectations and hopefully diminish the number of student referrals overall.
2	Development of a school mentor program	It was noted on our school wide staff survey regarding climate and instruction that several teachers with less than five years of experience reported lower satisfaction levels than those of more tenured teachers. This mentoring program would provide a higher level of instructional support for all newer staff members, allowing them to function more effectively and efficiently.
3	Having faculty use reasearch-supported practices that would improve quality of instruction at Bell School	In our school wide staff survey, 40% of teachers believed that assessments are aligned with standards and tiered properly to accomodate learning styles and approximately 55% of teachers believed the school needed to improve on its evaluation of data. In addition, 48% of teachers believed that curriculum needed to be more well planned, standard based and rigorous. Research has proved that curriculum units designed using the Understanding By Design Process challenge the students to using higher level critical thinking skills and as a result have a deeper understanding of the curriculum. The Instructional Leadership Team will establish a system where teachers both individually and in grade level teams will use information from NWEA reports to improve their quality of instruction.
4	Reduced class size teachers	Due to the rapid growth of our overall enrollment, additional teachers are needed to continue to implement small class ratios. Enrollment has increased by an average of 25 students over the last three years.
5		

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Proactive school-wide and classroom management program to maximize instructional time and promote positive interactions in the building	Bell had an overall increase in the number of suspensions and student referrals this year which equated to time out of the classroom for several students. The implementation of a proactive program will establish clear student expectations and hopefully diminish the number of student referrals overall.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end of the 2011-2012 academic year, Bell School will have a discipline database installed at the school which provide tools of collecting and analyzing discipline referrals	Other	Not Applicable	Dunkle			Completed	
By the end of 2011-2012 academic year, Bell will have a PBIS Committee that will represent all levels of staff and all representatives on the committee will be trained on PBIS methods	Other	Not Applicable	Dunkle,Furgason (PBIS Chair)			Completed	
By the beginning of the 2012-2013 academic year, Bell School will have proactive school wide and classroom management program in place.	Other	Other student group	Dunkle/PBIS Committee	Quarter 3	On-going		
By the beginning of the 2013-2014 school year, Bell School will have a Behavior RTI process in place for working with Tier 2 and Tier 3 students	Other	Not Applicable	Dunkle/Furgason, PBIS Chair	Quarter 1	Summer 2013		
In comparing referrals from the 2011-2012 academic year to 2012-2013 academic year, Bell will experience a 25% decrease in discipline referrals and suspensions	Other	Not Applicable	PBIS Committee	Quarter 1	Summer 2013		
Purchase 2nd Assistant Principal	Other	Not Applicable	Caudill	Quarter 1	On-going		

Strategic Priority 1

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Development of a school mentor program	It was noted on our school wide staff survey regarding climate and instruction that several teachers with less than five years of experience reported lower satisfaction levels than those of more tenured teachers. This mentoring program would provide a higher level of instructional support for all newer staff members, allowing them to function more effectively and efficiently.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create handbook for new staff members which includes CPS policies, procedures and schoolwide measures of accountability	Other	Not Applicable	Admin Team	Summer 2012	Summer 2012		
Develop a timeline for orientation and meetings throughout the year	Other	Not Applicable	Admin Team	Summer 2012	Summer 2012		
Create an agenda for orientation meeting	Other	Not Applicable	Admin Team	Summer 2012	Summer 2012		
Create a list of school wide mentors	Other	Not Applicable	Admin Team	Summer 2012	Summer 2012		
Develop an agenda/conduct training session for new mentors	Other	Not Applicable	Admin Team	Quarter 1	Quarter 1		
Conduct ongoing meetings with new staff members throughout the year	Other	Not Applicable	Admin Team	On-going	On-going		
Administer survey to staff and compare results with those of previous school year. Results should indicate a 75% increase in teacher satisfaction for teachers with less than 5 years of experience at Bell	Other	Not Applicable	Admin Team	Quarter 4	Quarter 4		

Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Having faculty use reasearch-supported practices that would improve quality of instruction at Bell School	In our school wide staff survey, 40% of teachers believed that assessments are aligned with standards and tiered properly to accomodate learning styles and approximately 55% of teachers believed the school needed to improve on its evaluation of data. In addition, 48% of teachers believed that curriculum needed to be more well planned, standard based and rigorous. Research has proved that curriculum units designed using the

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By January 2013, 100% of teachers will have received training on all three stages of the UBD process	ILT/ Teacher Teams	Not Applicable	ILT/Dunkle/Sharer	Quarter 1	Quarter 3		
By the end of the 2012-2013 academic year, 100% of teachers would have generated at least 4 curriculum units using the UBD process, have presented the units to their students, and have reflected on how their units could be improved	ILT/ Teacher Teams	Not Applicable	ILT/Dunkle/Sharer	Quarter 1	Quarter 3		
By October, 2012 100% of all teachers, will have been training in NWEA testing and its data reports	ILT/ Teacher Teams	Not Applicable	ILT/Miller/Sharer	Quarter 1	Quarter 1		
By the end of the 2012-2013 acadmic year, 100% of all teachers in their grade level teams will use a system of data collection and analysis that would assist them in improving instruction in the classroom	ILT/ Teacher Teams	Not Applicable	ILT/Miller/Sharer	Quarter 1	Quarter 4		
In 2013-2014 School Effectiveness Survey, 85% of teachers will believe that we have a systematic approach to reviewing data and making data drive decisions	ILT/ Teacher Teams	Not Applicable	ILT/Admin Team	Quarter 1	Quarter 4		
In 2013-2014 School Effectiveness Survey, 85% of teacher will believe that the curriculum is well planned, standard based, and vigorous	ILT/ Teacher Teams	Not Applicable	ILT/Admin Team	Quarter 1	Quarter 4		

Strategic Priority 3

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2012-2014 Continuous Improvement Work Plan

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Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Reduced class size teachers	Due to the rapid growth of our overall enrollment, additional teachers are needed to continue to implement small class ratios. Enrollment has increased by an average of 25 students over the last three years.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire reduced class size teacher	Instruction	All	Caudill	Quarter 1	On-going		
Monitor student enrollment	Instruction	All	Caudill	On-going	On-going		

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps