



2012-2014 Continuous Improvement Work Plan

Rufus M Hitch Elementary School

O'Hare Elementary Network
5625 N McVicker Ave Chicago, IL 60646
ISBE ID: 150162990252268
School ID: 609995
Oracle ID: 23811



Mission Statement

Our Mission: Hitch School will focus on developing the abilities of each child by expanding their T.A.L.E.N.T.S.* to their greatest potential. We aspire to prepare our students' place in society as caring, responsible individuals, ready for the challenges of today's ever-changing world. *T.A.L.E.N.T.S

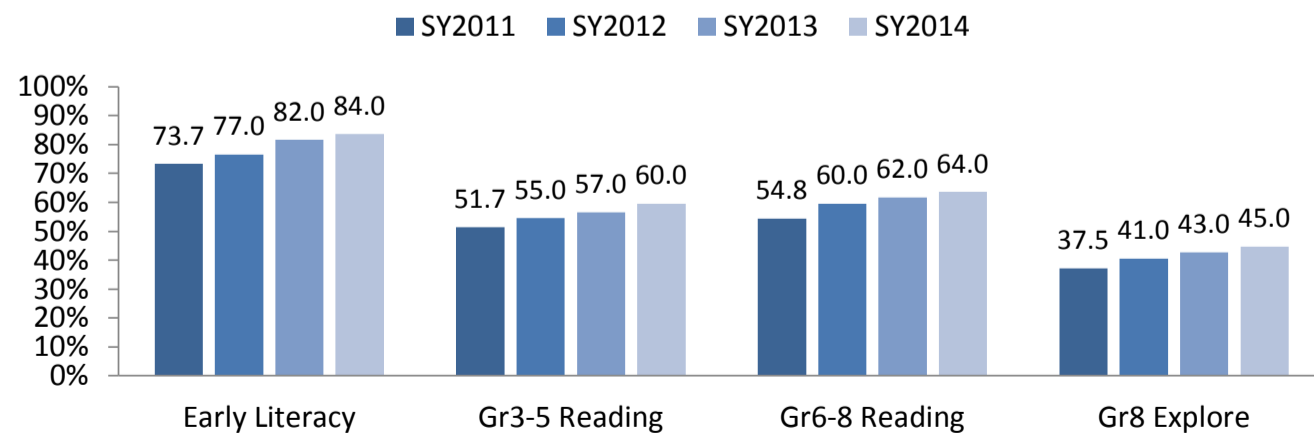
- Tolerance of all peoples, their ideas, cultures and differences in our pluralistic, democratic society
- Appreciation of the arts – music, literature, theater, art, dance – from many cultures and civilizations recognizing their importance in enriching human life
- Learning experiences that create literate, life-long learners by developing curiosity, imagination and critical thinking
- Excellence and effort in all endeavors including academics and extracurricular activities in an encouraging environment
- Nurturing all students' self-esteem, mind, body and spirit
- Technologically preparing all students to be information literate in a changing global community
- Service to Hitch School and the greater community

Strategic Priorities

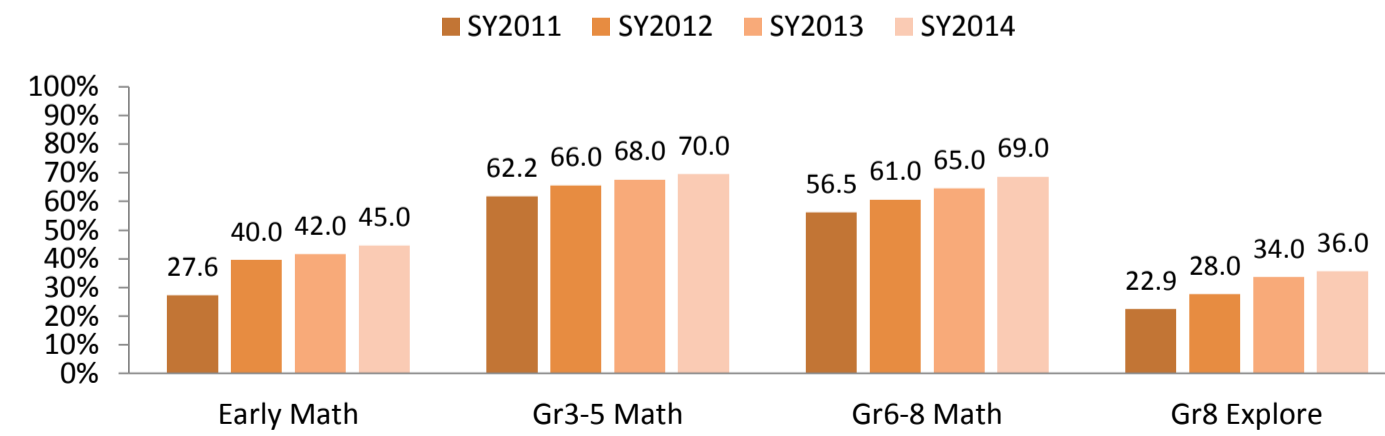
1. Teachers deliver Common Core aligned literacy instruction with a focus on informational texts and vocabulary.
2. Teachers deliver Common Core aligned math instruction with a focus on informational texts and authentic real-world problem solving.
3. Rigorous assessment tools will be developed, implemented, and vertically aligned to ensure the Common Core Standards are being met and students are making growth targets.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



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:	Rufus M Hitch 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
Deborah F. Reese	Principal
Diane Kieres	Assistant Principal
Amy Cholod	Classroom Teacher
Cynthia Raisanen	Special Education Faculty
Deborah Davis	Classroom Teacher
Christina Crawford	Classroom Teacher
Whitney Bubenzer	Classroom Teacher
Gayle Czopek	LSC Member



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	73.7	77.0	82.0	84.0		Early Math % of students at Benchmark on mClass	27.6	40.0	42.0	45.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	51.7	55.0	57.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	62.2	66.0	68.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.0	55.0	66.0	68.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	67.8	72.0	74.0	75.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	54.8	60.0	62.0	64.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	56.5	61.0	65.0	69.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.3	66.0	68.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.0	57.0	60.0	62.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	37.5	41.0	43.0	45.0		Explore - Math % of students at college readiness benchmark	22.9	28.0	34.0	36.0



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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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	96.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	3.7	3.7	3.7	3.7

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	80.9	83.0	85.0	87.0		ISAT - Reading % of students exceeding state standards	24.7	28.0	33.0	36.0
ISAT - Mathematics % of students meeting or exceeding state standards	87.7	89.0	90.0	91.0		ISAT - Mathematics % of students exceeding state standards	29.5	33.0	35.0	38.0
ISAT - Science % of students meeting or exceeding state standards	86.6	88.0	89.0	90.0		ISAT - Science % of students exceeding state standards	26.9	29.0	33.0	35.0

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 ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Effective inclusion for all students; Weekly meetings to review progress of individual students, including Sp.Ed meetings to progress monitor students with IEPs; grade level meetings to monitor growth targets of students with or without IEPs, and students who are English language learners. Vertical and horizontal planning takes place in weekly department meetings, grade level meetings and ILT meetings. There are abundant opportunities for enrichment activities before and after school. School-wide discussion and planning for college and career readiness begins at the pre-kindergarten level. Theory of Action Plan is in place and implemented and reviewed at PD and within smaller group meetings. Progress in implementation is monitored based on annual reports (ISAT, 5 Essentials Report, Explore results), quarterly progress (Scantron) and also teacher based assessments that are reviewed weekly.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>In the Chicago Consortium's annual 5 Essentials report, Principal Instructional Leadership was rated "strong," indicating leaders:</p> <ul style="list-style-type: none"> practice shared leadership, set high goals for quality instruction, maintain mutually trusting and respectful relationships, support professional advancement for faculty and staff, and manage resources for sustained program improvement (not measured). <p>At Hitch, the principal provides PD that is tightly linked to school-wide goals. Agendas for PD, are aligned to ILT, grade level, LRE, collaboration and department team meetings, which are also all aligned. Principal has a vision for instructional best practices and communicates regularly with individuals after classroom visits, as well to the faculty as a whole through weekly communication. School-wide, there is a system of data management in each classroom that reflects data at a classroom level and at an individual level, as a means of monitoring continuous improvement, and to drive a clear vision of college and career readiness for all students. Principal has a focus on involving families and communities via a variety of resources, including school meetings, including parents on a variety of teams, school website, school newsletter, and involvement in many school activities, before, during and after school.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>4</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl 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 	<p>In the Chicago Consortium's annual report, Hitch scored "strong" in the area of teacher influence. This indicates the following: Hitch has strong Teacher Influence In schools with strong Teacher Influence, teachers have influence over a broad range of decisions regarding policies and practices.</p> <ul style="list-style-type: none"> • On average, 82% of teachers at Hitch responded favorably to the following survey questions related to Teacher Influence. • Based on a comparison to other CPS schools in 2011, a Score of 77 means Hitch has strong Teacher Influence. <p>Each teacher contributes to the success of our school through leadership and membership in various areas. School-wide we are an Early Adopter School. Each teacher individually made a commitment to this, and now attends quarterly meetings. Between meetings they are writing unit plans and assessments in their grade level teams. In addition, we created a collaboration with the two other early adopter schools, and created additional units and assessments. All teachers are involved in weekly grade level meetings and department meetings, as well as LRE meetings in the intermediate department, special education meetings, and course level meetings such as math and literacy. Other areas of teacher involvement include the ILT, RTI team, teacher mentors/coaches, CIWP team, literacy team, grant writers, department chair, enrichment activity leaders, pension and union representatives. There is strong collaboration among teachers and between departments where teachers share equity of voice. Teachers attend PD and visit other schools bringing back information and sharing with staff.</p>	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>Our ILT was selected to represent each general area of the school: primary, intermediate and upper grade departments, special education and ancillary teachers. Each selected teacher demonstrated outstanding classroom teaching skills, leadership qualities, and background knowledge aligned to schoolwide goals. The ILT focuses year round on improving teaching and learning schoolwide. They regularly attend outside workshops, seminars, PD and webinars in order to lead the school's approach to professional development. The ILT facilitates two-way communication via attendance at grade level, department and collaboration meetings to share information and ensure there is a common vision and goals for all teachers. This team regularly analyzes data as it is available, and monitors the school report card, SIPAAA and action plan to ensure we are on the right track, and to make adjustments as necessary.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> 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. 	<p>Data is analyzed school-wide as reports are available. Formative data and progress monitoring occur throughout the school but are inconsistent from team to team. ILT analyzes progress on the school's theory of action and communicates to department teams. Grade Level teams, RTI team, Sp. Ed. and LRE team monitor student data on a granular level, and meet regularly to analyze progress of students on growth targets.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Each grade level/course team created a curriculum map aligned to the CCS. These are considered fluid and organic documents that are used and amended throughout the year. Each grade or course team meets weekly (or in middle school biweekly) to review and discuss pacing, unit alignment and lesson plans. Teachers in grade level/course, department, RTI, LRE and department teams meet to review grade appropriate level of text complexity and type of text used in order to increase the amount informational text at each grade level. A literacy team is currently meeting to look at this, plus to design a school-wide scope and sequence chart for reading. Special education teachers meet as a team weekly with the principal and case manager. In addition they attend appropriate department meetings, as well as LRE meetings with the intermediate teachers (3-5). The Bilingual lead meets with grade level teams to also provide supports to ensure ELLs gain content knowledge and make their yearly growth targets. As an Early Adopter School, we are writing curriculum unit and assessments across the grades. We have a team of teachers who are currently reading Wiggins book on UBD, and we plan to inservice all teachers before school begins 2012-2013.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<p>Each grade level or course team has a set of instructional materials aligned with Illinois Standards. Instructional materials are supportive of students with disabilities as well varying proficiency levels of ELLs. In progress, we are creating units across all grade levels that are aligned to the CCS. As Early Adopters of the CCS, we are meeting regularly with CO staff to ensure proper alignment. We also met with a representative from the mathematics department downtown to get information on the current directions in math curriculum and the CCS. 17 teachers completed the materials survey and we formed a literacy committee around working with the results (among other tasks). We are in the process of assessing and realigning our core curriculum materials to support work with the Common Core Standards.</p>	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>School-wide data is available to all appropriate teams as soon as available. It is organized around content area and grade level. The ILT team focuses on the analysis and supports teams throughout the building. Each grade level or course team uses a comprehensive set of assessments. Data is monitored by most teachers in the aggregate (and tracked on data boards), as well as by student, and tracked in student data folders. As part of the Early Adopters schools, we are writing assessments and using backwards design to create units based on student need and performance. Accommodations and modifications are in place and monitored for every student. Most teachers provide scaffolding to ensure the curriculum is accessible to all students, including students with disabilities or ELL students. In most classrooms, students who are testing in exceeds are given enrichment activities in order to help them meet their growth targets. Many teachers regularly use formative assessments during instruction to monitor student progress and to frequently check for understanding.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>In the Chicago Consortium's 5 Essentials Report, Hitch had average reports of "Ambitious Instruction." We were strong in the area of quality student discussion and course clarity. We were average in the overall rating of math instruction and reading instruction:</p> <ul style="list-style-type: none"> - well-defined with clear expectations for student success, - interactive and encourages students to build and apply knowledge, - well-paced (not measured), and - aligned across grades (not measured). <p>However, it is important to note that the trend on this is dramatically on the increase. From 2009 to 2011, our score went from 38 (red) to 58 (yellow). We are also above CPS in general, as well as similar schools (both which appear around the 48% level).</p> <p>Most teachers communicate with the students regarding learning objectives, directions and procedures, as well as the relevance of learning. Objectives or essential questions are posted in the room, and smaller objectives may be shared verbally or by posting. Most teachers share the relevance by either stating it explicitly or by having students explore it and reach their own conclusions. Most teachers use high level questioning techniques that promote student thinking and understanding. All teachers have received the Hess Matrix of Cognitive Rigor. All teachers have received information in professional development. Many teachers have watched a webinar about it. Many teachers are applying it. Teachers discuss lessons with the principal or assistant principal and plot the lesson on the matrix. All teachers meet in grade level or content teams to review shared lesson plans and use the matrix to raise the levels. Most teachers are able to scaffold instruction to ensure all students, including students with disabilities and ELLs can access complex texts and engage in complex tasks. All teachers are participating in the Early Adopters of the Common Core in-services and are learning to design effective formative assessments. A select group of teachers are reading Wiggins Understanding by Design and will provide PD for the faculty.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			4
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The RTI team has worked effectively to build a bank of assessment resources, both online and in hard copy. The team meets weekly with teachers to facilitate the RTI process. Grade level, department, content, special education and LRE teams meet weekly to collaborate and discuss learning issues and progress of individual students. Interventions when not done by the classroom teacher are done by special education teachers, support team, or ELL teacher. There is an effective inclusion in place that includes both push in and pull out models, depending upon the needs of the child. The teacher teams, case manager, and administration closely monitor interventions. Progress monitoring occurs every two weeks for students at risk.</p>	

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	Typical School	Effective School	Evidence	Evaluation	
SION 3: Professional Learning	Whole staff professional development ----->				3
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>According to the Chicago Consortium report, Hitch has strong professional Quality Professional Development. In schools with strong Quality Professional Development, professional development is rigorous and focused on student learning.</p> <p>On average, 83% of teachers at Hitch responded favorably to the following survey questions related to Quality Professional Development.</p> <p>Based on a comparison to other CPS schools in 2011, an mScore of 70 means Hitch has strong Quality Professional Development.</p> <p>A plan is developed in the spring of every year, along with the development of the school improvement plan, which is built based on feedback from teachers and department teams, and is aligned to the Hitch School Theory of Action. PD is monitored informally and needs to be formalized. Linking PD to a continuous improvement plan ensures that the PD will be on-going, job-embedded and relevant to teachers.</p>		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>On the Chicago Consortium report, Hitch scored "strong" on Teacher collaboration. Hitch's Score of 70 represents its aggregate performance across four key indicators, including "Collective Responsibility." In schools with strong Collective Responsibility, teachers share a strong sense of responsibility for student development, school improvement, and professional growth. On average, 90% of teachers at Hitch responded favorably to survey questions related to Collective Responsibility.</p> <p>Teachers complete long term planning before the school year begins, then meet quarterly or more often to tweak the plans (curriculum maps, scope and sequence charts, etc.). Direction is informed by student assessment data gathered through formative classroom assessments. Specialists meet weekly to discuss progress monitoring of students. Teachers and specialists meet at least monthly to review student achievement and discuss interventions, supports, and student progress. Teachers in grades 3-5 meet weekly with special education teachers. Responsibility for students reaching growth targets is shared. All teams include general education teachers, special education teachers, the ELL teacher and ancillary teachers. In many cases special education teachers and the ELL teacher attend multiple meetings in a week. The ILT is made up of a teacher from each department, including special education and ancillary. In this way there is at least one support in each department meeting weekly. Protocols are in place for team collaboration.</p>	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instructional coaching ----->			3
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The Consortium 5 Essentials reports that Hitch has strong Collective Responsibility.</p> <p>In schools with strong Collective Responsibility, teachers share a strong sense of responsibility for student development, school improvement, and professional growth. On average, 90% of teachers at Hitch responded favorably to the following survey questions related to Collective Responsibility. The particular piece of "professional growth" applies here, and within that result, the piece: Feel responsible to help each other do their best had 83% of the teachers responded that all or most of the time this was true.</p> <p>We have a mentoring program at Hitch and new teachers are provided with a mentor that is matched as closely as possible to grade level or content area. Teachers are encouraged to attend appropriate workshops, conferences and PD outside of in-school PD that is aligned with school-wide goals and the teacher's particular needs. There is some funding available for teachers to attend these conferences, as well as money for substitutes. Teachers are provided feedback to support growth. Teachers are given subs so they can observe in other classrooms, not only to improve their own craft, but to give the observed teachers feedback as well. Our deficit on this one is that coaching typically only takes place through informal associations.</p>	

High expectations & College-going culture ----->			3
N 4: Climate and Culture	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<p>According to the Chicago Consortium's annual report, a school with strong academic personalism indicates teachers connect with students in the classroom and support them in achieving academic goals. Because Hitch rated average in academic personalism, our ILT is the process of examining ways teachers can better support students achieving their goals.</p> <p>Staff members reinforce school expectations for all students to aspire to college and career-ready standards as evidenced through school-wide use of matrices and alignment to the CCSS. Our school is in the process of developing a plan to instill a college-going culture. In most classrooms every student has opportunities for authentic leadership, ownership of learning, and student voice as evidenced by student data centers, yearbook, student council, and appropriate student directed projects and learning centers.</p>

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION I	Relationships ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>In the Chicago Consortium's annual report, Hitch has "strong" teacher student trust indicating students and teachers share a high level of mutual trust and respect.</p> <p>Teachers provide guidance to help students set and attain their goals. Many teachers arrive before school or stay after school to meet with students in order to give homework support, or to review a concept taught in class.</p> <p>Interactions between students and adults and among students are appropriate and respectful as witnessed within classrooms, during transitions and activities. Expectations for behavior are taught, modeled, and positively reinforced inside and outside classrooms maximizing on learning opportunities for all students. Students are encouraged to be positive role models for their peers and middle school students are expected to model good behavior for younger students. We are committed to providing all students (with and without special needs) access to the general education curriculum, both physical and social, to the maximum extent possible. LRE meetings are held weekly to ensure students' needs are discussed and a plan is established to meet those needs.</p> <p>Students are encouraged to learn about, celebrate, and embrace other cultures through classroom projects, attendance in and at cultural assemblies and on field trips.</p>	
	Behavior & Safety ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>In the Chicago Consortium's annual 5 Essentials report Hitch was rated strong in the area of safety.</p> <p>In schools with strong Safety, students feel safe both in and around the school building, and while they travel to and from home.</p> <ul style="list-style-type: none"> On average, 63% of students at Hitch responded favorably to the following survey questions related to Safety. Based on a comparison to other CPS schools in 2011, an mScore of 64 means Hitch has strong Safety. <p>All students' academic success hinges on the ability to create and maintain a positive, caring, supportive and fair climate. Our school-wide approach to student discipline and behavior intervention includes creating a positive environment where students understand expectations and are allowed the appropriate amount of flexibility in practicing them. Providing students with engaging activities, ensuring instruction is differentiated, and helping students form positive interactions with teachers and peers helps to reduce inappropriate behavior and in turn maximizes instruction. This approach fosters and builds positive behavior. Incident reports and student behavior are reviewed regularly with appropriate team members included in individual or group intervention plans.</p> <p>Our goal is to create and maintain an environment where all students feel welcome and feel a part of our school. The participation two-thirds of our student population in before and/or afterschool activities demonstrates students' sense of belonging and feeling welcomed.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The principal regularly provides families information on school performance and gives an accurate and clear explanation as it relates to their child's academic status. Communication and specific plans for improvement are also highlighted.</p> <p>In most classrooms, teachers provide parents information on what their child is expected to achieve in a given class and grade. The Common Core Standards in reading/social studies and math/science are posted in classrooms and are reviewed with students and families.</p> <p>Families contemplating relocation or if their child is in a transition grade, are provided information about how academic success and needs can continue to be met. Teachers provide parents ongoing support and information regarding their child's progress. Our counselor meets with families to discuss which options would best meet their child's needs and help their child to continue to reach their growth target.</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<p>Hitch was rated "strong" in the Chicago Consortium's annual report in the area of "Outreach to Parents."</p> <p>In schools with strong Outreach to Parents, the school creates a climate that is welcoming and communicative for all parents indicating:</p> <ul style="list-style-type: none"> -teachers encourage feedback from parents and the community -teachers really try to understand parents' problems and concerns -parents are greeted warmly when they call or visit -teachers work at communicating to parents about support needed to advance the school mission -there is regular communication with parents about how the school can help their child learn <p>Teachers provide regular communication between school and home as an effective means to relay expectations to families helping to increase academic success. Phone calls, parent/student/teacher meetings, progress reports, and report cards help communicate further need for support, or in some cases, celebrate student achievement.</p>	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Bonding ----->			
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>On the Parent My Voice, My Schools survey Hitch received a "strong" for Engagement showing the school:</p> <ul style="list-style-type: none"> -helps parents understand how their child is doing -involves parents in decisions regarding their child's education -notifies the parent if their child misbehaved -informs parents about meetings and special school events -welcomes parent/guardian volunteers -provides parents information in different languages <p>Our school strives to create a welcoming and non-threatening environment for students. In classrooms, teachers encourage students to share ideas, thoughts, and aspirations and ensure students can "be" and "speak" without fear of being ridiculed. This non-threatening climate fosters positive interactions between students and teachers and among students. Administration has an open door policy for teachers and staff so any concerns can be addressed swiftly and appropriately.</p> <p>Students and families are provided with frequent opportunities to participate in engaging activities such as the school play, holiday performances, the meet and greet, sports events, the Go for the Gold Initiative, Staley Da Bear, family reading time, and the Shanti art project.</p>	4
Specialized support ----->			
<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Our team, consisting of administration, classroom and special education teachers, the counselor/case manager, the social worker, the psychologist, the occupational, physical, and speech therapist help identify needs and help to provide intensive outreach to families in need of specialized support through home visits and collaboration with social services.</p>	4

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
Career Readiness Supports	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<p>Beginning in prekindergarten, students are exposed to experiences and information necessary to eventually be able to make informed decisions. Emphasis is placed on college and career readiness throughout the school year, but age appropriate resources are provided. For example, in prekindergarten through 3rd grade, we invite parents and community members to visit the classrooms and speak about their careers. Because of the diversity of our school, careers span many areas including doctors, lawyers, police officers, fire fighters, mail carriers, teachers, scientists, waitresses, paramedics... the list goes on. In first grade we have chefs in the classroom, who not only teach about nutrition, but also address the career. In grades 4-8, in addition to reading about careers, we invite a variety of guest speakers, including, musicians, career military personnel, and much more. In middle school this year we started a Career Exploration group that met after school for several weeks.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 6: College and Career	Academic Planning ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>At Hitch, we are currently aligning all our work to the Common Core Standards, which include anchor standards for college and career readiness. Beyond that, we are in the process of defining exactly what college and career readiness means and how we can assess it. According to David Conley, director of the Center for Educational Policy Research at the University of Oregon in Eugene, College & Career readiness should include self-management skills and knowledge about the culture of college – including how to choose and apply to the right one – as well as academic skills and content knowledge. At Hitch we are also trying to address this more qualitative side of C&CR. We do this through the use of guest speakers, clubs, and reading informational text around colleges and careers.</p>	
	Enrichment & Extracurricular Engagement ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>At Hitch we are particularly proud of our extracurricular activities and enrichment programs. We develop activities that will reach a wide variety of students, and which focus on building leadership, nurturing talents and interests and increasing overall engagement at the school. It is our belief that good reading and math scores don't only occur because of our excellent instruction in those areas. The answer to improving academic achievement is complex, and we believe our before and after school programs are a key to this. Our programs, while focused largely on the middle school, also include opportunities for children in grades 1-5. Activities for younger students include, but are not limited to, sports, nutrition & healthy lifestyle, photography club, chorus, drama, art, guitar lessons, peer tutoring, and foreign language. Opportunities for middle school students include, but are not limited to, a wide range of sports, drumming circle, guitar lessons, drama, chorus, book clubs, career exploration club, peer tutoring, yearbook club, poetry club, and more!</p>	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
College & Career Assessments ----->			3
<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Students at Hitch already participate in Explore, and results are analyzed by teachers. In addition, we are aligning our curriculum and assessments to CCS, which include College and Career Readiness Anchor Standards, and thus have a variety of formative assessments we are introducing. We need to work on applying the results of the existing tests, including the Explore with students.</p>	
College & Career Admissions and Affordability ----->			
<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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 ----->			3
<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	<p>In every grade, we endeavor to prepare students and their families for the transition to the next grade. The process is on-going in that we begin in September by letter parents and students know what the expectations are for their current grade level. This is done at Curriculum Night (formerly Open House), as well as in correspondence home, which occurs minimally once per month, and in many cases once per week. In the 4th quarter, teachers help students and their families to prepare for the next grade by verbalizing how the curriculum will change, and how expectation change. Students in kindergarten have a graduation and in the primary department, each grade level has the opportunity to "walk to the next grade" so they can meet the teacher and learn more about that grade. In 8th grade we have a program where students become familiar with the high school (visiting day) and also a program that allows them to learn more about high school throughout the year. We invite counselors and other representatives to visit Hitch (High School Exploration Day). Our counselor also meets with each 8th grade student individually several times throughout the year.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>In the Chicago Consortium's report, we scored "strong" under professional leadership, and this includes the area: "manage resources for sustained program improvement." Our focus continues to be ensuring our discretionary funds are in alignment with targeted needs and strategic priorities. Discretionary spending priorities include teaching and staff positions that best serve the needs of our students, funds for professional development, extended day, student programs and other items our budget will not allow. We are in the process of forming a team of key stakeholders in order to better pursue partnerships within our community and help look for ways to increase opportunities for outside funding. Teachers actively pursue grants. We are entering a partnership with Indian Boundary Park. We are also in the process of entering a partnership with Edgebrook Community which will provide us with repairs needed on our campus park.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Generally, hiring can only be conducted after there is a vacancy or an expected vacancy because of the way schools are staffed and funded. We do apply our discretionary funds mostly toward "people" though. We recently began to develop our use of funds to hire retired teachers to help us fill our gaps in terms of part time support. For example this year, we hired a retired teacher who is a certified art teacher to work about 15 hours a week to provide art to students in grades K-5. Next year we hope to expand this to include support to our special education team and an enrichment teacher, depending upon our funds.</p> <p>We have a great number of interns and student teachers at Hitch, and currently work with between 7 and 10 colleges and universities each year. This not only allows us to "preview" a great pool of teachers, but also supports getting a great pool of teachers out to others.</p> <p>Our interview process has 2-3 steps depending on the situation. The first is an interview with 2-3 people, including the principal. There are interview protocols we use, and adapt for each position. Once we have narrowed the selection down to 2-3 possibilities, grade or content teams perform a second interview, at which the principal is present, but the interview is directed by the teachers. Following this there may or may not be a third interview. After each interview, there is a meeting where the candidates are assessed according to appropriate criteria. In some cases, we have developed and used a rubric.</p>	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<p><i>Use of Time</i> -----></p>			<p>3</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Currently, our weakness is that our school schedule is designed based on the minutes per subject per course (for grades 4-8). However, we have designed a schedule based on "right fit" for student needs and school wide growth goals for school year 12-13. Currently we have collaboration time as much as possible in the school day (by grade or subject level). We also plan for significant before and after collaboration before and after school (extended day). Teams include department teams (weekly), grade or content teams (weekly), LRE/collaboration team grades 3-8(weekly), ILT team (weekly or bi-weekly), Literacy team (weekly or bi-weekly), Special education team (weekly or bi-weekly). Struggling students receive structured intervention throughout the school day. Next school year, the schedule allows for dedicated blocks.</p>	

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

Our Mission: Hitch School will focus on developing the abilities of each child by expanding their T.A.L.E.N.T.S.* to their greatest potential. We aspire to prepare our students' place in society as caring, responsible individuals, ready for the challenges of today's ever-changing world. *T.A.L.E.N.T.S

- Tolerance of all peoples, their ideas, cultures and differences in our pluralistic, democratic society
- Appreciation of the arts – music, literature, theater, art, dance – from many cultures and civilizations recognizing their importance in enriching human life
- Learning experiences that create literate, life-long learners by developing curiosity, imagination and critical thinking
- Excellence and effort in all endeavors including academics and extracurricular activities in an encouraging environment
- Nurturing all students' self-esteem, mind, body and spirit
- Technologically preparing all students to be information literate in a changing global community
- Service to Hitch School and the greater community

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core aligned literacy instruction with a focus on informational texts and vocabulary.	In order to increase the number of students meeting growth targets in literacy for all grades and to increase the number of students who test in the Exceeds category, we need to implement a rigorous literacy curriculum. In the 5 Essentials School Report, Hitch scored Average (58), with the score for English instruction being 46. On the 2011 ISAT, while most Hitch students are able to meet state standards (80.9), our exceeds scores are below where they should be. Students scored 24.7% EXCEEDS Reading. On the EXPLORE test given to 8th graders in the fall of 2010, students scored 37.5% in reading. These scores indicate the percent of students at the college readiness benchmark.

2	Teachers deliver Common Core aligned math instruction with a focus on informational texts and authentic real-world problem solving.	Currently, we have curriculum materials based on the IL state standards and require materials aligned with the Common Core Standards. In order to increase the number of students meeting growth targets in math for all grades and to increase the number of students who test in the Exceeds category, we need to implement a rigorous mathematics curriculum. In the 5 Essentials report, we scored Average in overall ambitious instruction (58) with math instruction being a score of 41. While the majority of our students meet state standards in math (87.7%), only 29.5% make EXCEEDS in Math; 26.9% Explore scores with indiate the percent of students at the college readiness benchmark were only 22.9% in math.
3	Rigorous assessment tools will be developed, implemented, and vertically aligned to ensure the Common Core Standards are being met and students are making growth targets.	We scored a "3" in assessment on the SEF. Based on our experience with Early Adopter Training for the Common Core Standards, we recognize we must develop a comprehensive set of assessment tools- screening, diagnostic, benchmark, formative, and summative- to monitor all student learning on a frequent basis.
4		
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
Teachers deliver Common Core aligned literacy instruction with a focus on informational texts and vocabulary.	In order to increase the number of students meeting growth targets in literacy for all grades and to increase the number of students who test in the Exceeds category, we need to implement a rigorous literacy curriculum. In the 5 Essentials School Report, Hitch scored Average (58), with the score for English instruction being 46. On the 2011 ISAT, while most Hitch students are able to meet state standards (80.9), our exceeds scores are below where they should be. Students scored 24.7% EXCEEDS Reading. On the EXPLORE test given to 8th graders in the fall of 2010, students scored 37.5% in reading. These scores indicate the percent of students at the college readiness benchmark.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development provided for each grade level to support the implementation of Common Core aligned literacy instruction.	Professional Development	All	Admin. Team	On-going			
Professional Development provided for each grade level to support the implementation of Lexile-informed curriculum.	Professional Development	All	Admin. Team	Summer 2012			
Professional Development provided for upper grade content area teachers on literacy instruction.	Professional Development	All	Admin. Team	Year 2			
Professional Development provided for the primary department to support the implementation of Daily 5.	Professional Development	All	Admin. Team	Summer 2012			
In each classroom, conduct an audit of existing texts.	Instructional Materials	All	Literacy Team	Summer 2012			
Acquire informational text materials and novels for all grade levels based on results of the audit	Instructional Materials	All	Literacy Team	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
Teachers deliver Common Core aligned math instruction with a focus on informational texts and authentic real-world problem solving.	Currently, we have curriculum materials based on the IL state standards and require materials aligned with the Common Core Standards. In order to increase the number of students meeting growth targets in math for all grades and to increase the number of students who test in the Exceeds category, we need to implement a rigorous mathematics curriculum. In the 5 Essentials report, we scored Average in overall ambitious instruction (58) with math instruction being a score of 41. While the majority of our students meet state standards in math (87.7%), only 29.5% make EXCEEDS in Math; 26.9% Explore scores with indiate the percent of students at the college readiness benchmark were only 22.9% in math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In each classroom, conduct an audit of existing texts.	Instructional Materials	All	Principal/Math Team	Summer 2012			
Implement math program aligned to Common Core	Instruction	All	Principal/teachers	On-going			
Professional Development to explore a new math series that connects with Common Core Standards.	Professional Development	All	Principal	Quarter 2			
At least 60% of 8th grade students who take algebra pass the exit exam.	Instruction	Other student group	Principal/8th Grade Teacher	Quarter 4			
Develop authentic real-world performance task assessments with a community of educators.	ILT/ Teacher Teams	All	ILT/Math Team/Teacher Teams	On-going			



Strategic Priority 2



Strategic Priority 3



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

Action Plan

Monitoring

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

