

**APPROVE RESTRUCTURING PLANS FOR SCHOOLS CLASSIFIED AS IN NEED OF
RESTRUCTURING UNDER THE NO CHILD LEFT BEHIND ACT (NCLB)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board approve restructuring plans for 22 schools that have newly entered restructuring status under the federal No Child Left Behind Act (NCLB), and three schools with restructuring status that was recently evaluated and confirmed by the Illinois State Board of Education (ISBE).

DESCRIPTION: A summary of the new restructuring plans for the 25 Chicago Public Schools requiring restructuring plans is set out on Exhibit A. The restructuring measures noted in each plan will also be incorporated into the schools' School Improvement Plans (SIPAAAs).

A school is placed in NCLB restructuring status if it fails to make Adequate Yearly Progress (AYP) for five consecutive years. Upon being identified as in need of restructuring, a school is placed in "Restructuring Planning" status, and the district must develop a restructuring plan. If the school fails to make AYP for a sixth year, the school is placed in "Restructuring Implementation" status, and the restructuring plan must be implemented at the start of the subsequent school year.

NCLB requires a district to implement one of the following alternative school governance arrangements at a school with restructuring status consistent with State law: (1) Reopen the school as a public charter school; (2) Replace all or most of the school staff who are relevant to the school's failure to make AYP; (3) Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school; (4) Turn the operation of the school over to the state; or (5) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement and that have substantial promise of enabling the school to make AYP.

In developing the attached restructuring plans, a range of strategies and measures were considered by the school principal, Chief Area Officer, and the Chief Education Officer. School performance data were analyzed to establish an individual plan for each school that targets specific interventions that address identified needs and deficiencies. Parents and teachers at each school were provided with the opportunity to comment on the plan.

The complete restructuring plan for each school is on file in the Office of Performance.

Approved for Consideration:



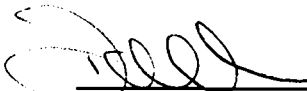
Barbara Eason-Watkins
Chief Education Officer

Respectfully Submitted:



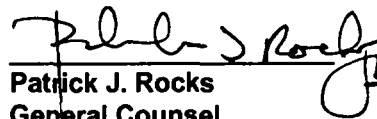
Ron Huberman
Chief Executive Officer

Within Appropriation:



Diana Ferguson
Chief Financial Officer

Approved as to Legal Form: 



Patrick J. Rocks
General Counsel

Exhibit A: School Restructuring Plans

Unit	School ID	Area	School Name	Restructuring Plan Summary
3270	609910	1	FALCONER	<p>10-0224-ED3 FINAL</p> <ul style="list-style-type: none"> • Reorganize classrooms to ensure appropriate support for students with disabilities. • Implement least restrictive environment practices, including push-in instruction. • Enhance reading curriculum for students with disabilities, including Wilson Reading Program, leveled readers in all subjects, and alternate assessment tools. • Enhance mathematics curriculum for students with disabilities, including math intervention and/or remediation kits and alternative assessments. • Establish regular curriculum meetings between general education and special education teachers. • Provide small group reading instruction and strategic interventions for students with disabilities. • Implement Least Restrictive Environment (LRE) inclusion model. • Implement targeted remediation programs, including before and after school tutoring, Accelerated Reader and Accelerated Math. • Utilize DePaul Standards-Based Core Curriculum Framework. • Implement Advancement Via Individual Determination (AVID).
5360	610122	2	PEIRCE	<ul style="list-style-type: none"> • Implement Response to Intervention (RTI). • Hire additional special education teachers and reorganize staff to support students with disabilities. • Create reading specialist position. • Implement Action Planning Template to identify targeted assistance and re-teaching of skills to students not meeting the 80% goal on formative tests.
4510	610041	3	LOCKE	<ul style="list-style-type: none"> • Establish data team to meet weekly to review student data, establish action plans, and implementation. • Implement SCRMA literacy series, including professional development and coaching. • Adopt new middle school mathematics program aligned with Chicago Mathematics and Science Initiative (CMSI). • Implement SES and in-house after school programming. • Implement Positive Behavior Intervention and Supports (PBIS).
2960	609875	4	DARWIN	

Exhibit A: School Restructuring Plans

Unit	School ID	Area	School Name	Restructuring Plan Summary
				<p>10-0224-ED3 FINAL</p> <ul style="list-style-type: none"> • Implement formative assessments in grades K-2 for early identification of students in need of literacy support. • Adoption of Area 7 Reading Strategies 17 (ARS17) instructional framework. • Implement SCRMA literacy series, including professional development and coaching. • Implement Read 180 for struggling readers. • Align pre-school instructional program to K-8 literacy program.
6380	610221	7	WEBSTER	<ul style="list-style-type: none"> • Over 300 current Lee students will be reassigned due to opening of new school for the 2010-2011 school year. • Reorganize school staff, with an emphasis on filling leadership positions. • Establish leadership team and grade level teams. • Implement SCRMA literacy and writing program, including professional development and coaching.
7170	610291	11	LEE	<ul style="list-style-type: none"> • Implement Response to Intervention (RTI), including interventions targeted to students with disabilities and English Language Learners (ELLs).
				<ul style="list-style-type: none"> • Participating in Fresh Start peer mentoring and review program in collaboration with Chicago Teacher's Union. • Implement new Performance Management processes for using data and assessments to drive instruction. • Establish an Instructional Leadership Team. • Implement SCRMA literacy curriculum and professional development. • Implement new mathematics curriculum and professional development. • Participate in Striving Readers literacy program for grades 6-8.
3440	609928	13	FULLER	<ul style="list-style-type: none"> • Converted school to a magnet school with an International Baccalaureate Primary and Middle Years Programme (IB).
4270	610019	14	KERSHAW	<ul style="list-style-type: none"> • Reorganized teaching staff and hired new staff to implement IB program. • Establish Instructional Leadership Team (ILT) to focus on data-driven instruction. • Implement Scantron Performance Series assessment system.

Exhibit A: School Restructuring Plans

Unit	School ID	Area	School Name	Restructuring Plan Summary
1030	609676	19	DUNBAR ACAD HS	<p>10-0224-ED3 FINAL</p> <ul style="list-style-type: none"> • New leadership in 2010-2011 school year. • Implement Instructional Leadership Team (ILT) and Teacher Collaboration Teams (TCTs). • Organize Small Learning Communities (SLCs) and a Freshman Academy within the school. • Hire in-house math and English resource teachers. • Implement Instructional Leadership Team (ILT) and Teacher Collaboration Teams (TCTs). • Organize Small Learning Communities (SLCs) within the school. • Expand Instructional Development System (IDS) to 11th grade in reading, mathematics, and science, including curricular programs, coaching, and assessments • Implement a restructured calendar to allow for additional professional development days. • Establish safe, welcoming learning climate with high expectations through mentoring programs, tutoring and credit recovery strategies, and parent outreach strategies.
1480	609724	19	MATHER HS	<ul style="list-style-type: none"> • Implement a Freshman Academy • Implement High School Transformation Instructional Development System (IDS), including curricular materials, professional development, coaching, and assessments. • Establish PSAE test preparation program for students requiring modifications • Supplement SES tutoring with external partnerships and enrichment programs. • Implement Advancement Via Individual Determination (AVID) • Implement GAINS assessments
1940	609768	21	HOPE COLLEGE PREP HS	<ul style="list-style-type: none"> • Establish Professional Learning Community through Instructional Leadership Team (ILT) and Teacher Collaborative Teams (TCTs). • Implement High School Transformation Instructional Development System (IDS), including curricular materials, professional development, coaching, and assessments. • Implement school-based performance management system to ensure data-driven decision-making and promote accountability for results school-wide. • Establish school-wide Targeted Instructional Area (TIA) and processes for analyzing data, identifying curricula, and providing professional development and coaching.
1230	609698	23	BOGAN HS	

Exhibit A: School Restructuring Plans

Unit	School ID	Area	School Name	Restructuring Plan Summary
				<p style="text-align: right;">10-0224-ED3 FINAL</p> <ul style="list-style-type: none"> • Hire additional history teacher to provide reading and writing in the content area. • Establish Instructional Leadership Team (ILT) and Teacher Collaborative Teams (TCTs). • Establish school-wide Targeted Instructional Area (TIA) and processes for analyzing data, identifying curricula, and providing professional development and coaching. • Implement High School Transformation Instructional Development System (IDS), including curricular materials, professional development, coaching, and assessments. • Implement GAINS Assessments, Curriculum Matrix/College Readiness Standards, and Kaplan K-12 Learning Service Partnership. • Implement school-wide teacher-led performance management sessions. • Establish Instructional Leadership Team (ILT) and Teacher Collaborative Teams (TCTs). • Implement High School Transformation Instructional Development System (IDS), including curricular materials, professional development, coaching, and assessments. • Implement Key Train labs in reading, mathematics and science. • Implement Brilliant Futures ACT preparation program for juniors.
7340	610307	23	BOWEN HS	<ul style="list-style-type: none"> • Establish Instructional Leadership Team (ILT). • Implement High School Transformation Instructional Development System (IDS), including curricular materials, professional development, coaching, and assessments. • Implement Key Train labs in reading, mathematics and science. • Implement Brilliant Futures ACT preparation program for juniors.
7370	610310	23	SCHOOL OF THE ARTS HS	<ul style="list-style-type: none"> • Establish Instructional Leadership Team (ILT). • Implement High School Transformation Instructional Development System (IDS), including curricular materials, professional development, coaching, and assessments. • Implement Kaplan Complete program for juniors. • Implement Freshman Academy and establish freshman seminar courses for at-risk freshmen. • Implement Instructional Leadership Team (ILT). • Hire instructional coach for 9th and 10th grade to focus on interventions for off-track students. • Improve targeted attendance improvement strategies. • Implement Positive Behavior Interventions and Supports (PBIS) and other social-emotional programs.
1630	609739	23	WASHINGTON HS	<ul style="list-style-type: none"> • Establish Instructional Leadership Team (ILT). • Implement GAINS interim assessment series. • Redesign of curricular framework through partnership with University of Illinois at Chicago and Illinois High School District 214. • Improve student culture and learning climate through implementation of Positive Behavior Interventions and Support (PBIS) and Student Forum.
7380	610311	24	ENTREPRENEURSHIP HS	<ul style="list-style-type: none"> • Establish Instructional Leadership Team (ILT). • Implement GAINS interim assessment series. • Redesign of curricular framework through partnership with University of Illinois at Chicago and Illinois High School District 214. • Improve student culture and learning climate through implementation of Positive Behavior Interventions and Support (PBIS) and Student Forum.
1420	609718	24	KENNEDY HS	<ul style="list-style-type: none"> • Establish Instructional Leadership Team (ILT). • Implement GAINS interim assessment series. • Redesign of curricular framework through partnership with University of Illinois at Chicago and Illinois High School District 214. • Improve student culture and learning climate through implementation of Positive Behavior Interventions and Support (PBIS) and Student Forum.

Exhibit A: School Restructuring Plans

Unit	School ID	Area	School Name	Restructuring Plan Summary
				10-0224-ED3 FINAL
7230	610297	24	SCHOOL OF LEADRSHP HS	<ul style="list-style-type: none"> ● Establish Instructional Leadership Team (ILT) and Teacher Collaboration Teams (TCTs). ● Implement Advancement Via Individual Determination (AVID). ● Implement various social and emotional learning programs to build self-awareness, improve verbal communication and leadership skills, and increase academic achievement. ● Implement GAINS interim assessment. ● Expand High School Transformation Instructional Development System (IDS) to 11th grade, including curricular materials, professional development, coaching, and assessments. ● Establish Instructional Leadership Team (ILT), Teacher Course Teams, and an Attendance Team. ● Establish Smaller Learning Communities (SLCs) to improve student personalization and investment, including a Freshman Academy. ● Establish school-wide Targeted Instructional Area (TIA) and processes for analyzing data, identifying curricula, and providing professional development and coaching.
1560	609732	26	STEINMETZ HS	<ul style="list-style-type: none"> ● Establish Instructional Leadership Team (ILT) and Teacher Collaboration Teams (TCTs). ● Curriculum revision and common assessments in reading and mathematics to align to College Readiness Standards. ● Implement Freshman Academy. ● Implement Advancement Via Individual Determination (AVID). ● Implement new attendance policy and early interventions for freshmen not on track to graduate.
1580	609734	26	TAFT HS	<ul style="list-style-type: none"> ● Establishment of Area 27 for specialty schools. ● Implement SCRMA reading curriculum, including professional development, coaching, and common planning time. ● Improve targeted attendance improvement strategies.
2780	609855	27	CHRISTOPHER	<ul style="list-style-type: none"> ● Establishment of Area 27 for specialty schools. ● Implement SCRMA reading curriculum, including professional development, coaching, and common planning time. ● Integrate use of formative assessment data into instructional program. ● Improve targeted attendance improvement strategies.
5060	610093	27	NEIL	<ul style="list-style-type: none"> ● Improve targeted attendance improvement strategies.

Exhibit A: School Restructuring Plans

Unit	School ID	Area	School Name	Restructuring Plan Summary
2980	609879	54	DAWES	<ul style="list-style-type: none"> • Additional staff to reduce class size and provide more direct instructional time for students with disabilities and English Language Learners (ELLs). • Targeted professional development on data analysis, School Based Problem Solving (SBPS), and differentiated instruction for students with disabilities and ELLs. • Implement new curricula in reading, mathematics and science. • Enhance parent and community connections. • Reorganize staff to lower class size and provide additional support classes for reading and mathematics. • Assign an administrator to guide and support mathematics instruction in collaboration with department head. • Provide after-school professional development on differentiation of instruction for struggling students. • Implement NWEA quarterly assessments. • Procure hands-on instructional resources, smart boards, and software to provide support for struggling students.
1620	609738	54	LINCOLN PARK HS	<ul style="list-style-type: none"> • Implement Instructional Leadership Team (ILT). • Implement a Freshman Academy. • Establish reading as a school-wide Targeted Instructional Area (TIA) and develop processes for analyzing data, identifying curricula, and providing professional development and coaching. • Establish common planning time in reading and mathematics grade-level teams to develop coherent curricula and instructional practices across classrooms. • Improved monitoring of PSAE and IAA participation for all subgroups.
1520	609728	54	ROOSEVELT HS	<ul style="list-style-type: none"> • Implement Instructional Leadership Team (ILT). • Implement a Freshman Academy. • Establish reading as a school-wide Targeted Instructional Area (TIA) and develop processes for analyzing data, identifying curricula, and providing professional development and coaching. • Establish common planning time in reading and mathematics grade-level teams to develop coherent curricula and instructional practices across classrooms. • Improved monitoring of PSAE and IAA participation for all subgroups.

10-0224-ED3 FINAL