

**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 the schools set out on Exhibit A classified as in need of restructuring under the federal No Child Left Behind Act (NCLB).

DESCRIPTION: A summary of the new or revised restructuring plans for 106 Chicago Public Schools in NCLB Restructuring status is set out on Exhibit A. The restructuring measures noted in each plan are also 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. The Illinois State Board of Education (ISBE) requires that the local school board approve restructuring plans before these plans are submitted to ISBE for review.

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.

Exhibit A includes revised restructuring plans for 10 schools that have had a restructuring plan previously approved by the Board. This includes the schools that have been reconstituted under Section 5/34-8.3 of the Illinois School Code.

In developing the attached restructuring plans, a range of strategies and measures were considered by the school principal, Area Instruction Officer, and the Chief Education Officer or Chief High School Officer. School performance data were analyzed to establish an individual plan for each school that targets specific interventions that address identified needs and deficiencies.

The complete restructuring plan for each school is on file in the Office of Research, Evaluation and Accountability.

Approved for Consideration:



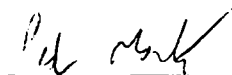
Barbara Eason-Watkins
Chief Education Officer

Respectfully Submitted:



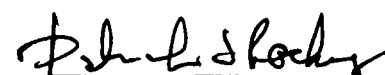
Ron Huberman
Chief Executive Officer

Within Appropriation:



Pedro Martinez
Chief Financial Officer

Approved as to Legal Form: 



Patrick J. Rocks
General Counsel

Exhibit A: School Restructuring Plans

Unit	Area	School Name	Year Entered Restructuring	School Plans
3940	1	Henry Elementary	2008	<ul style="list-style-type: none"> • Reorganize staffing and hire additional bilingual teachers • Additional instructional materials and intensive professional development on literacy and mathematics instruction for at-risk students • Hold regular grade level professional community meetings to apply and critique instructional strategies, implement data based instructional strategies, and assess and monitor student progress • Implement and refine SpringBoard English Language Arts/Reading curriculum for all students • Additional special education teacher to address the needs of students in the math special education program • Supplementary LEP reading instruction through a retired, experienced LEP instructor
7520	1	Marshall Middle	2007	<ul style="list-style-type: none"> • Implement the CMSI Math program for students with disabilities • Partnership with Northeastern Illinois University and the GEAR-UP IN THE UPPER GRADES • Reading First Initiative with focus on students with disabilities including professional development for teachers
4850	1	Monroe Elementary	2006	<ul style="list-style-type: none"> • Actuate extended learning opportunities through After School Enrichment programs, SES tutoring and After School Community center activities for students with disabilities • Intensive professional development for administrators and instructional teams to strengthen instruction • Internal and area walk-through to collect data on classroom implementation of CRI, CMSI and co-teaching model
5590	1	Reilly Elementary	2007	<ul style="list-style-type: none"> • Implementation of SRA's Corrective Reading series program • Implementation of SRA's Connecting Math Concepts program • Reorganize teacher schedules to allow for more inclusion minutes for students with disabilities • Assign a special education teacher to each grade level team for monitoring of student data and provision of targeted support for students with disabilities
5730	1	Scammon Elementary	2008	<ul style="list-style-type: none"> • Reorganization of staff to capitalize on strengths, including the replacement of ineffective staff • Implement CMSI math program • Move bilingual teachers from pull-out setting into classroom • Selection of high quality bilingual instructional materials and assessments • Intensive professional development for all staff on School Based Problem Solving, LRE and RTI • Develop enhanced reading and writing instructional strategies through PD and identification of in-school writing coordinator • Selection of assessment tools for special education population

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Unit	Area	School Name	Year Entered Restructuring	School Plans
2080	2	Armstrong, G. Elementary	2008	<ul style="list-style-type: none"> Utilize Sheltered Instructional Observational Protocol (SIOP) Implement SCRMA literacy program Implement Response to Intervention (RTI) strategies for struggling learners Participate in Chicago Data Initiative (CDI) Participate in Excellence in Teaching Project for teacher evaluation
3350	2	Field Elementary	2006	<ul style="list-style-type: none"> Core Reading Initiative with a focus on instructional capacity in literacy Computer based language and reading program for struggling readers through the Fast ForWord program Extended day intervention in Reading and Mathematics through Extensive After School Support Hire a guidance counselor aide and a student special needs program assistant Utilize Least Restrictive Environment (LRE) inclusion model Implement Character Development Initiative Implement CMSI math program Develop a distributive model of organizational leadership to involve teachers and staff in goal setting and formative school improvement
3480	2	Gale Elementary	2006	<ul style="list-style-type: none"> Implementation of the Core Reading Initiative, with focus on instructional capacity in literacy Increased Reading readiness and early intervention through full-day Kindergarten Implement Extensive After School Support for struggling readers Provide exemplary resource models for staff instructional purposes Implement CMSI math program Partnerships with external agencies for student support, remediation, and enrichment Implement the Striving Readers Grant program Develop a distributive model of organizational leadership to involve teachers and staff in goal setting and formative school improvement
2870	2	Jordan Elementary	2008	<ul style="list-style-type: none"> Utilize Sheltered Instructional Observational Protocol (SIOP) Implement SCRMA, Brite Stars and My ACCESS literacy programs Participate in Excellence in Teaching Project for teacher evaluation Implement CMSI math program Participate in the Chicago Data Initiative (CDI)

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Unit	Area	School Name	Year Entered Restructuring	School Plans
4300	2	Kilmer Elementary	2006	<ul style="list-style-type: none"> • Core Reading Initiative, with focus on instructional capacity and building coherence • Provide increased reading readiness and early intervention through full-day Kindergarten • After School support program for struggling readers • Utilize Least Restrictive Environment (LRE) inclusion model • Partnerships with external agencies to provide student support, remediation, and enrichment • Implement a model of organizational leadership through the Organizational Health Program • Develop a distributive model of organizational leadership to involve teachers and staff in goal setting and formative school improvement
6370	2	Waters Elementary	2008	<ul style="list-style-type: none"> • Implement CMSI math and science programs • Implement SCRMA literacy program • Implement Response to Intervention (RTI) strategies for struggling learners • Participate in Excellence in Teaching Project for teacher evaluation
2550	3	Brunson Elementary	2007	<ul style="list-style-type: none"> • Partnership with Edison Alliance to develop leadership, instruction, student care, learning environment, and achievement management • Adopt Pearson Scott Foresman reading series and SCRMA PD • Implement CMSI math program and PD • Implement AVID program • Implement CMSI math program
3220	3	Ellington Elementary	2007	<ul style="list-style-type: none"> • Summer instruction and support for high-risk incoming 3rd grade students • Implement CMSI Everyday Mathematics series and PD • Develop attendance and behavior incentives plan • Hire additional teachers to lower class size
4060	3	Howe Elementary	2005	<ul style="list-style-type: none"> • Reconstitution of school in 2008-2009 • Replacement of leadership and staff • Contract with AUSL to manage school • Implementation of new literacy, math, and science curricula
7040	3	McNair Elementary	2007	<ul style="list-style-type: none"> • Partnership with Edison Alliance to develop leadership, instruction, student care, learning environment, and achievement management • Implement Study Island web-based assessment system • Hire additional teachers to lower class size • Implement 8th Grade Algebra program • Implement CMSI math and science programs • Implement Reading First program

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Unit	Area	School Name	Year Entered Restructuring	School Plans
6520	3	Young Elementary	2007	<ul style="list-style-type: none"> • Summer instruction for high-risk primary grades students • Implement CMSI mathematics programs • Implement SCRMA literacy program • Partnership with Practice Peace to provide community referrals, counseling and mentoring services • Hire staff for full-day kindergarten • Hire lead literacy teachers for grades K-3 and 4-6
2610	4	Cameron Elementary	2006	<ul style="list-style-type: none"> • Implement a school-wide literacy plan that details the curriculum, the instruction and assessment • Use the R.E.A.L. program structures to provide literacy professional development to staff • Implement a two hour after-school program in partnership with Children's Home and Aide through the 21st Century learning grant • Implement CMSI math and science programs • Implement LRE Plan to improve programs for students with disabilities • Inclusion model for more students with disabilities • Implement CMSI Foss, STC, SALI, and SEPUP science programs • Implement a 20-minute recess period for the students to increase exercise and social skills • Implement the Morning Meeting program in primary grades • Implement full-day Kindergarten in all four rooms
2760	4	Chase Elementary	2007	<ul style="list-style-type: none"> • Implement Reading First program • Implement CMSI math and science programs • Lead Literacy Teacher in grades 3-8 • Partnership with Heritage Program • Hiring of a literacy consultant and intensive PD to provide reading and writing instruction for ELL students • PD on sheltered instruction strategies
4500	4	Lloyd Elementary	2006	<ul style="list-style-type: none"> • Provide professional development for special education and general education teachers • Special Education will teach content on grade level • Collaborative lesson planning between Special Education and general education teachers • Identify Area 4 special education model/demonstration rooms to be made available for other teachers to visit • Implement CMSI math and science programs • Provide professional development on behavior management for the entire staff

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Unit	Area	School Name	Year Entered Restructuring	School Plans
5000	4	Mozart Elementary	2006	<ul style="list-style-type: none"> Implement ILS through the DePaul Connections Implement CMSI math program Special education staff will collaborate with grade level chairs to assure implementation of the DePaul Connected Curriculum for all special education students Hire an LC to provide PD on reading strategies Math ER and problem-solving strategies will be targeted in all rooms, including those with special education and ELL students
5110	4	Nobel Elementary	2007	<ul style="list-style-type: none"> Develop leadership team to align school-wide initiatives with data-based priorities Implement CMSI math program Use of co-teaching strategies and related professional development Implement SCRMA literacy program Implement Power of 2 Strategies between general education and special education students Alignment of SES programs and regular day instruction for special education students
4600	4	Northwest Middle Elementary	2006	<ul style="list-style-type: none"> Professional development provided by the Area staff to instruct Special Education Teachers, Bilingual Education Teachers, and General Education Teachers Special education will teach content on grade level Implement CMSI math and science programs Collaborative lesson planning between Special Education and general education teachers Identify Area 4 special education model/demonstration rooms to be made available for other teachers to visit
6080	4	Stowe Elementary	2007	<ul style="list-style-type: none"> Implement SRA Corrective Reading series Implement Reading First program Implement CMSI math and science programs Implement Algebra Initiative program Employ bilingual lead teacher and lead literacy teachers to support Corrective Reading interventions Identify content area lead teachers to provide in-school coaching Intensive professional development in vocabulary development
6280	4	Von Humboldt Elementary	2006	<ul style="list-style-type: none"> Lead Literacy Teachers and Central Office staff to provide PD for regular education and special education teachers Implement a school-based problem solving curriculum Implement CMSI math programs Implement Reading First program Implement Algebra Initiative program Special Education will teach content on grade level Intensive Standards-Based Planning for all grades

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Unit	Area	School Name	Year Entered Restructuring	School Plans
5140	4	West Park Elementary	2006	<ul style="list-style-type: none"> • Collaboration among special education, bilingual, and general education staff to develop lessons and strategies for ensuring that ILS is addressed in all programs • Math ER and problem-solving strategies targeted in all rooms, including those with special education and ELL students • Implement SCRMA literacy program • Implement CMSI math and science programs • Area staff and Literacy coaches to provide PD on developing thematic units that incorporate the LA rigorous performance descriptors and assessments • Extended day funds for additional PD during after-school sessions on reading and math
7420	6	De Diego Elementary	2007	<ul style="list-style-type: none"> • Implement Reading First program • Implement CMSI math program • Use of technology intervention programs with a focus on students with disabilities • Hire and art therapist and counselor to assist teacher in integration of Social Emotional Learning Standards into curriculum
4490	6	Linne Elementary	2007	<ul style="list-style-type: none"> • Implement Reading First and Striving Readers programs • Implement CMSI math program • Use Hand On Equations for special education math instruction • Purchase Recordings for the Blind and Dyslexic materials for reading instruction
5520	6	Pulaski Elementary	2008	<ul style="list-style-type: none"> • Use DIBELS, informal reading inventory, Reading 3D and other formative assessments to identify students in need of intervention • Hire two Lead Literacy Teachers to support and coach teachers and provide staff PD • Incorporate leveled content-area reading materials in social studies and science • Emphasis on Academic Vocabulary, Dolch Words, Prefixes, Suffixes and Root Words • Hire an ESL/Bilingual Teacher to Support the Needs of the ELL population • Implement Reading First Program • Implement CMSI math and Algebra Initiative programs
6140	6	Talcott Elementary	2007	<ul style="list-style-type: none"> • Hire literacy coach for middle grades • Hire math specialist • Implement Striving Readers Program • Implement CMSI math programs • Use CMSI math program in special education instruction and use grade level teams and math content teams to analyze student work • Implement departmental model for middle grades and ensure teacher endorsements • Implement dual language model for ELLs

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Unit	Area	School Name	Year Entered Restructuring	School Plans
6800	7	Morton Elementary	2004	<ul style="list-style-type: none"> • Reconstitution of school in 2008-2009 • Replacement of leadership and staff • Contract with AUSL to manage school • Implement SCRMA literacy program • Implement CMSI math program
8020	8	Bethune Elementary	2004	<ul style="list-style-type: none"> • Reconstitution of school in 2009-2010 • Replacement of leadership and staff • Contract with AUSL to manage school • Implement SCRMA literacy program • Implement CMSI math program
6760	8	Dvorak Elementary	2008	<ul style="list-style-type: none"> • Implement SCRMA literacy program • Implement CMSI math and science programs • Implement AVID • Implement 8th Grade Algebra • Ensure curriculum alignment through a committee of teachers, ESP's and the lead literacy teacher, and through grade level team meetings • Provide workshops and technology resources for parents before, during and after school. • Implement a LRE inclusion model for students with disabilities
6940	8	Johnson Elementary	2005	<ul style="list-style-type: none"> • Reconstitution of school in 2009-2010 • Implement SCRMA literacy program • Implement CMSI math program • Replacement of leadership and staff • Contract with AUSL to manage school
6750	8	Lathrop Elementary	2006	<ul style="list-style-type: none"> • Implement SCRMA literacy program • Implement CMSI math and science programs • Purchase school-wide writing program • Purchase additional teachers for reduced class size in the early grades • Implement AVID • Implement PBIS

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Unit	Area	School Name	Year Entered Restructuring	School Plans
2070	9	Armour Elementary	2006	<ul style="list-style-type: none"> Implementation of Core Reading Program through Scott Foresman at grades K-5 Implementation of AIP Springboard English program for grades 6-8 Implementation of the CMSI Math and Science programs Administer diagnostic assessments for students who need more individualized instruction Form standards-based internal quality review team together with Area 9 and UI Center for Urban Leadership Standards based internal review team to collect all reading and math assignments and assessments cyclically Implementation of the Education Grant Observe effective inclusion program at other schools attaining YAP in the category of students with IEP School-wide emphasis on collaborative team teaching Partnership with the Field Museum Partnership with the Chicago Boys and Girls Club
5640	9	Chavez Elementary	2007	<ul style="list-style-type: none"> Implement CMSI math and science programs Utilize a Standards Based Change process to improve literacy instruction Implement Reader's Workshop, Writer's Workshop, and Literature Circles Incorporate leveled non-fiction materials into science curriculum Use inclusion model for special education, including greater use of rubrics and assessments to tailor instruction to individual need, restructured staff schedules, and weekly PD Implement PBIS and Social Emotional Learning (SEL) curriculum
6480	9	National Teachers Academy	2008	<ul style="list-style-type: none"> Contract with AUSL as Managing Partner Implement Track E Calendar Implement AVID program, grades 5-8 Implement AUSL Formative Assessment program (CDAS) Utilize StudyIsland and Accelerated Reader Program Implement CMSI in collaboration with CEME (University of Chicago) Departmentalization of 6-8 grades Collaborate with UIC Urban School of Leadership for PD support Purchase of additional Science and Math materials
7470	10	Brighton Park Elementary	2008	<ul style="list-style-type: none"> Administer diagnostic assessments in grades K-3, bilingual students, and students with IEP's and provide interventions to struggling students Increase amount of direct instructional time for struggling students from 120 minutes to 150 minutes Intensive professional development on direct instruction Use of MAP assessments to progress monitor interventions

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2910	10	Corkery Elementary	2007	<ul style="list-style-type: none"> • Implement the Least Restrictive Environment grant in its phase II • Implementation of the FOSS Science curriculum • Incorporate Everyday Math materials and research-based instructional materials into curriculum
2590	10	Little Village Academy	2007	<ul style="list-style-type: none"> • Collaboration among stakeholders: LRE team, special education, and general education teachers and administration team • Implement Reading First Program • Implement CMSI math and science programs • Implement Algebra Initiative program • Provide workshops for parents that focus on student academic achievement • Differentiated instruction: K-8 guided reading library • LRE team to provide professional development on inclusion model to all staff members
6010	10	Spry Elementary	2006	<ul style="list-style-type: none"> • Implement Depaul Curriculum with an emphasis on differentiated instruction. Barbara Radner will continue to provide ongoing school-wide professional development. • Provide school-wide professional development with the assistance of CPS Specialized Services focusing on how to differentiate instruction for teaching math and reading. • Intensive Mentoring for special education teachers with the support of Area 10 Specialized Services coach, • Establish support systems for special needs students such as homework assistance and recreational clubs • Provide opportunities at the beginning of the school year, and quarterly thereafter for classroom, resource and special education teachers to review IEPs and plan delivery of services. • Teachers analyze results of ISAT and Learning First to identify priorities and meet with principal and counselor and support staff to target instruction. • Ensure special needs students are receiving a high quality differentiated instruction by effectively monitoring lesson plans and conducting ongoing informal and formal classroom observations. • Parent workshops provided by school support staff designed for parents of special needs students that focus on learning strategies to help students at home with math and reading. • Purchase additional computers for classrooms that service special needs students. • School-based problem solving team to provide professional development on how to implement and monitor interventions for at risk students. • Implement a partnership with "El Valor At A Glance," an organization designed to enrich and empower individuals with disabilities.

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6440	10	Whitney Elementary	2006	<ul style="list-style-type: none"> • Purchase and implement AVID • Implement CMSI math and science programs • Implement CLIP Partnership with Roosevelt • Provide training to promote content learning centers in the classrooms • Provide professional development to staff in differentiated instruction • Technology integration in Reading and Math • IEP training to staff • Textbooks for students and special education teachers • Staff will visit CPS model schools in order to observe effective inclusion programs • Staff will attend LRE related conferences • Establish a professional LRE library • Train staff on hands-on mathematics and utilization of manipulatives • Train staff on collaboration and co-teaching
3140	11	Eberhart Elementary	2007	<ul style="list-style-type: none"> • Implement Striving Readers program • Hire additional teachers to lower Class Size in 4th, 5th, and 6th Grades • Purchase additional ELL/Special Education instructional materials • Appoint a Curriculum Coordinator for school wide curriculum mapping • Provide additional teachers for Special Education students • Increase inclusion of Special Education students in general education classes • Initiate University Cohort for ESL endorsement and Bilingual approval
3710	11	Hale Elementary	2008	<ul style="list-style-type: none"> • Implement LRE inclusion model • Expand extended school day options • Expand summer math and reading programs • Implement Kids College online learning program • Professional development targeted towards special education instructional strategies
2350	11	Hampton Elementary	2008	<ul style="list-style-type: none"> • Implement SCRMA literacy program • Implement Reading First program • Implement CMSI math and science programs and establish math centers • Implement PBIS • Implement AVID • Utilize Response to Intervention (RTI) strategies for struggling learners • Address special education and ELL achievement gaps through reduced class size, Least Restrictive Environment (LRE) inclusion model, Study Island, • Establish weekly special education team meetings, fine arts committee, and math team

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5090	11	Nightingale Elementary	2007	<ul style="list-style-type: none"> • Implement SCRMA reading program • Implement CMSI science program • Purchase school wide writing program (Lucy Caulkins) • Utilize Lead Literacy Teachers (LLT) to increase the effectiveness of new reading series, analyze data and improve the teaching of reading and writing. • Utilize computer programs (Brain Pop, Study Island, and Accelerated Reader) to enhance student learning. • Implement AVID • Implement PBIS • Implement 8th grade Algebra program • Hire additional special education teacher • Offer "Homework Help" to special education students over and above SES services • Serve as a site for ESL Cohort for teachers seeking ESL approval
5340	11	Peck Elementary	2007	<ul style="list-style-type: none"> • Ensure curriculum alignment with accommodation for children with special needs and increased common planning time between special education and general education teachers • Use multiple tiers of intervention for students at risk and in School Based Problem Solving, including supplemental after school instruction • Offer early childhood blended model program to provide early intervention to students with disabilities • Hire qualified special education teachers and use collaborative structures between teachers • Improve data analysis skills for students with disabilities • Implement CMSI science program
5710	11	Sawyer Elementary	2008	<ul style="list-style-type: none"> • Hire additional assistant principal to lead professional development, collaboration and teaming • Hire additional 0.5 special education teacher and additional 0.5 reading teacher • Implement CMSI math and science programs • Purchase additional materials, professional development, and college-level endorsement classes for bilingual teachers • Hire additional aides for special education instruction • Purchase additional special education materials and professional development • Develop a parent involvement program targeting special education support

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6220	11	Tonti Elementary	2008	<ul style="list-style-type: none"> • Implement SCRMA literacy program • Implement CMSI math and science programs • Implement Algebra Initiative program • Hire bilingual coordinator • Hire math and science coordinator • Utilize freed staff to coach teachers on integration of literacy into content areas and provide interventions for struggling learners • Improve technology in classrooms by adding Promethean Boards and NEO II boards • Additional support for special education through added staff and parent workers
5750	12	Bontemps Elementary	2008	<ul style="list-style-type: none"> • Reorganize staff to assign highly qualified staff to classrooms based on certifications • Weekly grade-level data meetings and monthly school-level data meetings • Implement SCRMA literacy program • Implement CMSI math and science programs • Implement AVID • Participate in Cluster 4 Middle Grades Program (C4MGP) • Implement Standards Based Change process through Partnership Read
2900	12	Copernicus Elementary	2005	<ul style="list-style-type: none"> • Reconstitution of school in 2008-2009 • Replacement of leadership and staff • Institute "turnaround" coaching / administrative support / capacity building • Implement SCRMA literacy program • Implement CMSI math and science programs • Implement RtI Support Structure / Climate & Culture Enhancements • Rebuild all building processes and organizational structure
3450	12	Fulton Elementary	2005	<ul style="list-style-type: none"> • Reconstitution of school in 2008-2009 • Replacement of leadership and staff • Institute "turnaround" coaching / administrative support / capacity building • Implement SCRMA literacy program • Implement CMSI math and science programs • Implement RtI Support Structure / Climate & Culture Enhancements • Rebuild all building processes and organizational structure
3900	12	Hedges Elementary	2008	<ul style="list-style-type: none"> • Implement CMSI math and science programs • Implement Algebra Initiative program • Participate in Cluster 4 Middle Grades Program (C4MGP) • Establish middle grades Leadership Team • Implement AVID

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Unit	Area	School Name	Year Entered Restructuring	School Plans
4470	12	Libby Elementary	2006	<ul style="list-style-type: none"> Implement SCRMA literacy program Implement CMSI math and science programs, and Algebra Initiative program Train staff on the LRE Mandate, the continuum of placement options, role and responsibility of general education and special education teachers Provide training to special education staff on writing effective IEPs Provide training to special education staff on writing student goals and benchmarks Provide training to staff on the available accommodations used during student assessments and in the classroom Provide parent training in programs like LRE, IDEA, and IEP Staff visits to model schools to observe and report on the implementation of inclusive practices LRE team to meet quarterly to assess the LRE plan implantation school-wide Review and refresh staff on the process of school-based problem-solving and timeliness as they relate to interventions Establish a professional development library LRE topics
5910	12	Shields Elementary	2006	<ul style="list-style-type: none"> Implement school-based problem-solving in all grades Provide staff with professional development that will increase staff knowledge in instructional methodologies related to students with disabilities Staff to attend LRE related conferences Establish a professional development library on LRE resources for staff Train special education staff on transition strategies and documentation of the strategies on the IEPs Train staff on collaboration and co-teaching models Implement inclusion in classrooms at grades 2, 3 and 4 Create a schedule that allows special education teachers and general education teachers to meet at common planning time Include special education students in extra-curricular activities
6820	13	McCorkle Elementary	2007	<ul style="list-style-type: none"> Screening, diagnostic assessment and targeted reading intervention for struggling students Implement CMSI math and science programs Implement Algebra Initiative program Implement SCRMA literacy program Implement Striving Readers program Implement Units of Study writing workshops Integration of technology into content areas

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5890	13	Sherman Elementary	2005	<ul style="list-style-type: none"> • Reconstitution of school in 2006-2007 • Replacement of leadership and staff • Contract with AUSL to manage school • Implement CMSI math and Algebra Initiative programs
2050	14	Altgeld Elementary	2006	<ul style="list-style-type: none"> • Balanced Literacy/New classroom libraries • Intense analysis and support for students with disabilities in the least restrictive environment as part of the ISBE 40.2 visit • Implement intensive beginning teacher supports in partnership with the Chicago New Teacher Center • Implement CMSI math program • Implement Algebra Initiative program • Provide intensive instructional coaching support in reading, mathematics, and special education
2410	14	Brownell Elementary	2007	<ul style="list-style-type: none"> • Utilization of the Chicago New Teacher Center (CNTC) for ongoing support offered to all first and second year teachers • Establish school learning communities: Barack Obama Historical Academy grades K-2; Star Achievers Academy grades 2-3; Executive Academy grades 4-6 • Develop Professional Learning Communities (PLC) • University of Chicago – Urban Teacher Education model teacher/coaching program (UTEp) • Strategic Teaching and Evaluation of Progress Assessment (STEP) grades K-3 and Benchmark Assessment System Testing (BAS) grades 4-6 • Lucy Calkins Writer's Workshop Professional Development • Track "E" school calendar started in the 2008-2009 • Implementation of Balanced Literacy (BL) • Chicago Math and Science Initiative (CMSI) • Positive Behavior Intervention System (PBIS)
3800	14	Harvard Elementary	2005	<ul style="list-style-type: none"> • Reconstitution of school in 2007-2008 • Replacement of leadership and staff • Contract with AUSL to manage school
6500	14	Yale Elementary	2006	<ul style="list-style-type: none"> • Institute "turnaround" coaching / administrative support / capacity building • Implement SCRMA literacy program • Implement CMSI math and science programs • Implement RtI Support Structure / Climate & Culture Enhancements • Rebuild all building processes and organizational structure

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6860	15	Dulles Elementary	2005	<ul style="list-style-type: none"> • Reconstitution of school in 2009-2010 • Implement SCRMA literacy program • Implement CMSI math program • Hire new leadership and staff • Contract with AUSL to manage school
4740	15	Till Elementary	2007	<ul style="list-style-type: none"> • Fund school-wide literacy and mathematics coordinators • Extended-day instructional planning and collaboration time for teachers • Intensive PD on differentiated instruction, co-teaching and curriculum accommodations and modifications for students with disabilities • Improved use of data in instructional decision making • Implement CMSI math program • Implement SCRMA literacy program
4090	16	Cuffe Elementary	2006	<ul style="list-style-type: none"> • Classroom Management / Standards Curriculum Assessment • Implement CMSI math and science programs • ISAT / Learning First and DIBELS data review analysis • Analyze student progress with technology and assess curriculum • Analyze student work and Critical thinking skills • Standards and Assessments / SBCI
3670	16	Gresham Elementary	2006	<ul style="list-style-type: none"> • Full inclusion of special education students • Implement SCRMA literacy program • Implement CMSI math program • Educate all students in the LRE • REAL/TAP School • Technology Integration • Hire new personnel • Ongoing monitoring of school leadership and program implementation by Area Office • Implement the R. E. A. L. / T. A. P. program • Participation in the CEC / OPDD
4360	16	Kohn Elementary	2006	<ul style="list-style-type: none"> • Implement Reading First program • Implement CMSI math program • Increase technology usage school-wide • Personnel Changes • Reading First Intervention Plan • Curriculum Mapping / Lesson Plans • LRE / SBPS • Extended Day Programs • Family Student Support position

Exhibit A: School Restructuring Plans

Unit	Area	School Name	Year Entered Restructuring	School Plans
2130	17	Avalon Park Elementary	2007	<ul style="list-style-type: none"> Extended day learning opportunities in math, language arts, writing and science School-wide attendance incentive plan Implement Harcourt Storytown reading series and participate in SCRMA PD Implement AVID program Implement CMSI mathematics program and PD
4570	17	Madison Elementary	2007	<ul style="list-style-type: none"> Extended day learning opportunities in reading and math Implement Harcourt Storytown reading series and participate in SCRMA PD(SCRMA?) Hire lead literacy teachers in Grades K-3 and 4-8 Implement AVID program Implement CMSI math and science programs Technology-based instructional programs School-wide attendance and behavior plan
3720	17	Niños Heroes Elementary	2007	<ul style="list-style-type: none"> Implement CMSI math program and PD Hire math/science lead teacher Hire lead literacy teacher Use disciplinary to address behavioral issues Implement AVID program Implement Reading First program
5300	17	Parkside Elementary	2007	<ul style="list-style-type: none"> Extended day learning opportunities in reading and mathematics Hire lead literacy teacher Hire math/science lead teacher Implement CMSI math and science programs and PD Implement SCRMA literacy program Implement AVID program Use Saturday in-school suspensions to reduce out-of-classroom suspension time
4550	18	Lawrence Elementary	2006	<ul style="list-style-type: none"> Strategic planning sessions held throughout the school year to focus on identifying, assessing and improving key needs Implement SCRMA literacy program Implement CMSI math program Implement, monitor, and evaluate the new core reading program to assess the achievement of K-5th grade regular and SPED students Utilize strategic planning assessments to address professional development training opportunities that will focus on improvement Address NCLB SES requirements with the implementation of a comprehensive after school tutorial program Principal leadership team, teachers, LSC, and parents to look at data of successfully restructured schools and year round school for projected change and improvement

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Unit	Area	School Name	Year Entered Restructuring	School Plans
5930	18	Shoop Elementary	2007	<ul style="list-style-type: none"> • Improve LRE and curriculum integration between general education and special education in reading and math • Implement SCRMA literacy program • Implement CMSI math program • Implement Algebra Initiative program • Hire literacy coach • Provide extended learning opportunities, Saturday programs for at-risk Grade 2 students • Implement school-wide attendance incentive program
1210	19	Amundsen High School	2006	<ul style="list-style-type: none"> • Implementation of IDS • Implement the AVID program • Implementation of a small learning community (Freshmen Academy) • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers
1330	19	Foreman High School	2006	<ul style="list-style-type: none"> • Implement The Instructional Development System (IDS) • Implement The Smaller Learning Communities initiative • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers • Implement AVID program
1410	19	Kelvyn Park High School	2006	<ul style="list-style-type: none"> • Implement the Instructional Development System (IDS) • Implement the Smaller Learning Communities initiative • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers • Implement AVID program

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Unit	Area	School Name	Year Entered Restructuring	School Plans
1430	19	Lake View High School	2007	<ul style="list-style-type: none"> 25 Minute Staff Development Period at the beginning of each day for teacher collaboration and PD Implement an Instructional Leadership Team to analyze student achievement data with special emphasis on monitoring EDSTAT goals and instructional planning Continue to implement AVID and hire additional teacher Implement a Course Team Planning Model to ensure that all core courses are aligned with college readiness standards Hire 2 English and 2 Math teachers to reduce class size Hire a College and Career Coach to improve graduation rate and the percentage of students enrolling in college Hire an On-Track Teacher and implement "On Track Strategies" to increase the percentage of Freshman On Track Provide funds for teachers to attend College Board AP Workshops Hire 2 Bilingual teacher assistants to assist Chinese and Ukrainian ELL students
1070	19	Prosser High School	2006	<ul style="list-style-type: none"> Implement the Instructional Development System (IDS) Implement International Baccalaureate (IB) curriculum and PD Implement Career and Technical Education (CTE) program Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers Implement AVID program
1530	19	Schurz High School	2006	<ul style="list-style-type: none"> School self-assessment based on AdvancED model. Implement Quality Assurance Review team recommendations Implementation of small learning communities beginning SY 2008-2009. Implementation of IDS (SY 2008-2009) Implement the AVID program
1540	19	Senn High School	2006	<ul style="list-style-type: none"> Implement International Baccalaureate (IB) curriculum and PD Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers Implement AVID program
1570	19	Sullivan High School	2006	<ul style="list-style-type: none"> Implement the Instructional Development System (IDS) Establish a Health Sciences Career Academy Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers Implement AVID program

Exhibit A: School Restructuring Plans

Unit	Area	School Name	Year Entered Restructuring	School Plans
1840	21	Clemente High School	2006	<ul style="list-style-type: none"> Implement the College Board EXCEerator Schools Curriculum Continue with Smaller Learning Communities Implementation of Course Planning Process Implementation of Student Connection Program Utilize the Internal Walk-Through process to collect data on teaching and learning and make recommendation for improvement Receive a Post Secondary Education Coach
1890	21	Juarez High School	2005	<ul style="list-style-type: none"> Implement the Instructional Development System (IDS) Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers Implement Spring Board Curriculum Implement the AVID Program Increase Advanced Placement offerings to provide more students with the opportunity to take college-level courses Implementation of Course Planning Process Implementation of Student Connection Program Utilize Internal Walk-Through process to collect data on teaching and learning and make recommendations for improvement
1820	23	Curie High School	2006	<ul style="list-style-type: none"> Transitioned to AMPS school, an alternative governance structure designed to increase principal flexibility to implement innovative programs Monthly Instructional Leadership Team (ILT) meetings for curriculum alignment and process checks to ensure improvement in reading and math Implement Exceleator Springboard Reading in the Language Arts and Mathematics Curricula Implement AVID Fund teachers for curriculum planning, data analysis and common assessment planning before school, after school, and/or on Saturdays Mandatory weekly Monday PD during common planning period for all teachers Provide training to help content and inclusion teachers improve cooperative team teaching models to support special needs students Redistribute and/or redefine the roles of assistant principals as necessary so that the principal can be the instructional leader within the school Partnership with Loyola University college coaches for tutoring and Saturday extended learning opportunities for freshmen Make credit recovery classes in the core subjects available for freshman immediately following semester I grades

Exhibit A: School Restructuring Plans

Unit	Area	School Name	Year Entered Restructuring	School Plans
1600	23	Dyett High School	2006	<ul style="list-style-type: none"> • Implement the Instructional Development System (IDS) • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers • Implement AVID program
1340	23	Gage Park High School	2007	<ul style="list-style-type: none"> • Implement the Instructional Development System (IDS) • Implement of smaller learning communities through the Freshmen Academy • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers • Implement AVID program
1200	23	Hancock High School	2006	<ul style="list-style-type: none"> • Implement the Instructional Development System (IDS) • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers • Implement AVID program • Implementation of the Springboard Curriculum • Coaches to work closely with identified members of the data team to review the determined weaknesses in the content areas, and to determine if a plan is in place to restructure instruction • Implementation of Course Planning Process • Use diagnostic assessments, instructional resources and professional development as tools for the successful development of core course syllabi and common assessments
1360	23	Harper High School	2006	<ul style="list-style-type: none"> • Reconstitution of school in 2008-2009 • Replacement of leadership and staff • Institute intensive "turnaround" coaching / administrative support / capacity building • Implement new literacy, math, and science curricula • Implement Intensive Literacy Support Program • Implement RtI Support Structure / Climate and Culture Enhancements • Rebuild all building processes and organizational structure

Exhibit A: School Restructuring Plans

Unit	Area	School Name	Year Entered Restructuring	School Plans
1670	23	Hubbard High School	2004	<ul style="list-style-type: none"> Implement Instructional Leadership Team (ILT) to meet twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers Implement the AVID program Enhanced coaching supports for content area teachers from Office of Teaching and Learning All core content area teachers will implement common unit assessments and analyze data for instructional improvement Enhanced leadership development via district Instructional Leadership Council (ILC)
1390	23	Hyde Park High School	2006	<ul style="list-style-type: none"> Implement Smaller Learning Communities through the Freshman Academy and Sophomore Academy Restructured Advisory schedule to create twice a week tutoring supports for students in danger of failing Implement AVID program Enhanced coaching supports for content area teachers from Office of Teaching and Learning Enhanced leadership development via district Instructional Leadership Council (ILC) Implement Instructional Leadership Team (ILT) to meet twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers All core content area teachers will implement common three week assessments for freshmen and sophomores and five week assessments for juniors and seniors and analyze data for instructional improvement Enhanced leadership development via district Instructional Leadership Council (ILC)
1400	23	Kelly High School	2006	<ul style="list-style-type: none"> Implement Instructional Leadership Team (ILT) to meet twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers. Implement the AVID program Enhanced coaching supports for content area teachers from Office of Teaching and Learning All core content area teachers will implement common five week assessments and analyze data for instructional improvement Enhanced leadership development via district Instructional Leadership Council (ILC)

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Unit	Area	School Name	Year Entered Restructuring	School Plans
1510	23	Phillips High School	2006	<ul style="list-style-type: none"> Implement IDS high school Transformation Program Double period Language Arts and Algebra courses for incoming students Utilize the Internal Walk-through process to gain insight into specific departmental concerns and needs Implement Student Connections program Provide professional development for the administrative team and teachers to analyze test data (EPAS and PSAE) and disaggregate the data by school, class and individual teacher
1010	24	Chicago Vocational High School	2006	<ul style="list-style-type: none"> Implement Smaller Learning Communities (SLC) Establish a comprehensive writing program for all grade levels through English classes. Supplement classroom writing instruction with writing software programs in the Writing Lab Conduct Least Restrictive Environment (LRE) professional development activities in Phase II of the LRE Grant). This staff training prepares special education, regular education, and paraprofessional staff with strategies to educate students with special needs in the LRE.
1860	24	Corliss High School	2006	<ul style="list-style-type: none"> Instructional Leadership Team (ILT) to develop the school's plan for instructional improvement Implement High School Transformation Instructional Development System (IDS) Implement Junior Pathways program Implement the ACT Quality Core Instructional Improvement Program in English, reading, math and science
1310	24	Fenger High School	2007	<ul style="list-style-type: none"> Reconstitution of school in 2009-20010 Replacement of leadership and staff Institute intensive "turnaround" coaching / administrative support / capacity building Implement new literacy, math, and science curricula Implement Intensive Literacy Support Program Implement RtI Support Structure / Climate and Culture Enhancements Rebuild all building processes and organizational structure
1350	24	Harlan High School	2006	<ul style="list-style-type: none"> Implement High School Transformation/IDS Program Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers Implement AVID program Implement Smaller Learning Communities

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Unit	Area	School Name	Year Entered Restructuring	School Plans
1380	24	Hirsch High School	2006	<ul style="list-style-type: none"> • Implement the Instructional Development System (IDS) • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers • Implement AVID program • Establish daily common planning time for reviewing student data and identifying strategies for supporting struggling students • Establish monthly course team reviews of D's and F's and develop action plans for teachers with over 40% of students with failing grades
1870	24	Julian High School	2006	<ul style="list-style-type: none"> • Principal change for 2009-2010 • Instructional Leadership Team to develop system of monitoring student performance and identify specific subgroups in need of additional support • Develop corrective action plan for improving instruction of students with disabilities • Hire assistant principal for oversight of special education instruction • Increase student leadership opportunities to improve attendance, scholarship, and post-secondary outcomes
1490	24	Morgan Park High School	2008	<ul style="list-style-type: none"> • Implement Smaller Learning Communities (SLC) • Implement Least Restrictive Environment program • Implement the Revised EXCELEerator Curriculum • Curriculum Coordinators will collaborate with core teachers weekly, provide students with support services weekly, and create quarterly reports to indicate progress towards goals
1320	24	Robeson High School	2006	<ul style="list-style-type: none"> • Implement the Instructional Development System (IDS) • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers • Implement AVID program • Implement Small Learning Communities (SLC)
1150	24	Simeon High School	2006	<ul style="list-style-type: none"> • Implement Freshman Academy • Implement AVID • Increase number of Advanced Placement courses offered • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers • Weekly common planning time for PD conducted by district coaches, school-based coaches, and administration in core areas • Utilize Apex Online Learning Technology Lab and Math Lab

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Unit	Area	School Name	Year Entered Restructuring	School Plans
7360	25	Chicago Discovery High School	2008	<ul style="list-style-type: none"> • Hire a literacy instructor to provide targeted reading instructional classes and meet weekly with grade level teams and the Bilingual Coordinator to discuss reading strategies and address challenges • Literacy instructor will work with the ILT to implement The Reading Connection Initiative, support instructors in all content courses, and help motivate struggling readers • The Instructional Leadership Team (ILT) will provide PD on Four Powerful Practices: analysis (cycle 1 quarter), drawing conclusions (cycle 2 quarter), synthesis (cycle 3 quarter) and evaluation (cycle 4 fourth quarter) • The ILT will model instructional strategies to support the Targeted Instructional Area (TIA) via Collaborative Teacher Teams and provide critical friends walks • Implement AVID program
7310	26	Phoenix Military High School	2008	<ul style="list-style-type: none"> • Implement Instructional Development System (IDS) • Implement AVID • Instructional Leadership Team to meet at least twice monthly to analyze aggregate school data, use data to develop and monitor school-wide strategies, and respond to classroom and student level data shared by teachers • Implement High School Transformation (HST) Learning Climate model
1720	52	ACT Charter High School	2007	<ul style="list-style-type: none"> • The Academy for Communication and Technology Charter School (ACT) was renewed by the Chicago Board of Education for an additional five years in 2006-2007. As a result of the robust charter renewal process ACT went through in 2006-2007, ACT will: <ul style="list-style-type: none"> o Develop curriculum maps aligned to the Illinois Learning Standards o Develop a more robust professional development plan for teachers o Measure progress against yearly academic and social/emotional goals for student performance o Track academic performance based on the metrics and benchmarks set forth in ACT's Charter Accountability Plan

Exhibit A: School Restructuring Plans

Unit	Area	School Name	Year Entered Restructuring	School Plans
4910	52	Chicago International Charter School	2006	<ul style="list-style-type: none"> • In 2006-2007 this charter school went through a robust charter renewal process. After a rigorous analysis of the school's academic performance, educational practices, management, finances, and facilities, the charter school was renewed for five years by the Chicago Board of Education • CICS tests students in grades 2nd through 8th using the NWEA Measures of Academic Progress (MAPS), a standardized testing program of the NWEA. • Special education and general education teachers to meet weekly to discuss remediation and accommodation techniques for students with special needs • All courses to use differentiated instruction within the group context to meet the needs of individual learners • Student learning through complex dialogue, constructive learning projects, independent research, and video and or audio presentations
1105	52	North Lawndale College Prep Charter School	2006	<ul style="list-style-type: none"> • North Lawndale College Preparatory Charter High Schools (NLCP) was renewed by the Chicago Board of Education for an additional five years in 2007-2008. As a result of the robust charter renewal process CICS went through in 2006-2007, NLCP will: <ul style="list-style-type: none"> o Create a tool that measures the effectiveness of common planning time and professional development (PD) among teachers around improving academic rigor and student performance. o Partner with specialists to train teachers in the effective creation and use of interim assessments o Implement "QualityCore" from ACT to expose students to standardized test situations and questions and to improve student performance on the ACT o Facilitate student participation in summer programs at universities around the country and provide students opportunities to enroll in credit-bearing college courses at local colleges during the school year o Increase student enrollment in AP courses to help build student confidence in test taking abilities and help students prepare for college

Exhibit A: School Restructuring Plans

Unit	Area	School Name	Year Entered Restructuring	School Plans
1121	52	Youth Connection Charter School	2006	<ul style="list-style-type: none"> • Youth Connection Charter School (YCCS) was renewed by the Chicago Board of Education for an additional five years in 2006-2007. As a result of the robust charter renewal process YCCS went through in 2006-2007, YCCS have: <ul style="list-style-type: none"> o Created a strategic plan for improving instruction o Hired additional academic support staff to support teachers and monitor content level meetings focused on instruction o Researched best practices pertaining to the social and emotional learning needs of dropout population • Conduct learning walks and review with teachers new teaching strategies to incorporate in classrooms • Align curriculum with content strategies and interim assessments • Enroll students in credit-bearing community college courses as well as providing skill building courses to students