

**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 20 schools that have newly entered restructuring status under the federal No Child Left Behind Act (NCLB), and one school 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 21 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 and the Chief Area Officer, AMPS Officer or Officer of New Schools. 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:



Sarah Kremsner
Chief Performance Officer

Respectfully Submitted:



Terry Mazany
Chief Executive Officer

Within Appropriation:



Diana Ferguson
Chief Financial Officer

Approved as to Legal Form:



Patrick J. Rocks
General Counsel

State RCDTS Code	Area	School Name	Restructuring Plan Summary
150162990252067	1	Barry Elementary School	<ul style="list-style-type: none"> • Implement Balanced Literacy for grades 2-5. • Implement Reading in Motion for grades K-1. • Implement Vocabulary Intervention instructional approach. • Develop a reading curriculum based on common core standards. • Implement Learning Teams as a new structure for teacher collaboration. • Enhanced role of Instructional Leadership Team (ILT) for professional development and monitoring of program implementation. • Establish a formal process for teacher collaboration, including teacher-developed assessments, data discussions, lesson planning, and progress monitoring. • Partner with Pearson Learning for consultation and intensive professional development on the development of Learning Teams. • Train teacher facilitators to engage teachers on collaborating around improving reading instruction.
150162990252265	1	Hibbard Elementary School	<ul style="list-style-type: none"> • Implement Reading Blitz after school program, targeting students not meeting state standards. • Implement Reading Recovery in the early grades. • Enhance math skills among students with disabilities through technology and peer tutoring.
150162990252409	1	Portage Park Elementary School	<ul style="list-style-type: none"> • Switch to Track E calendar to minimize summer learning loss. • Implement Learning Teams strategy for improving teacher collaboration. • Staffing changes, including hiring of new teachers and moving of teachers into grade levels matching their strengths. • Implement Striving Readers in grades 6-8 and Response to Intervention (RTI) strategies school-wide to support struggling learners.
150162990252494	1	Volta Elementary School	<ul style="list-style-type: none"> • Implement Striving Readers in grades 6-8 and Response to Intervention (RTI) strategies school-wide to support struggling learners.

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150162990252089	2	Boone Elementary School	<ul style="list-style-type: none"> • Expand membership of the Instructional Leadership Team (ILT). • Restructure school staffing due to changes in attendance boundary that resulted in a reduction of 30 staff members. • Reallocate financial and material resources to improve teaching and learning in every classroom. • Ensure all teachers are highly qualified and placed according to specialized endorsements and certificates in reading, ESL and required content areas. • Design and monitor individual instructional interventions for students performing below grade level (RTI).
150162990252134	2	Clinton Elementary School	<ul style="list-style-type: none"> • Use grade level meetings and Instructional Leadership Team (ILT) to structure and strategically plan professional development and allocate resources to target areas for student improvement. • Purchase new curricular materials and Spanish language instructional materials to support improved instruction and differentiation. • Provide targeted remediation to at-risk students. • Hire an RTI/School Based Problem Solving Coordinator.
150162990252877	4	McAuliffe Elementary School	<ul style="list-style-type: none"> • Establish an Instructional Leadership Team (ILT) to guide curricular and professional development decisions at the school. • Establish a data team to analyze student performance and progress. • Implement Reading in Motion reading program for bilingual students in grades K-1. • Implement small group mathematics instruction with support from area math coach.

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150162990252337	6	Mayer Elementary School	<ul style="list-style-type: none"> School has been converted to a citywide magnet school (with neighborhood boundaries) with a new instructional focus (Montessori program in grades PreK-5 and International Baccalaureate Middle Years Programme in grades 6-8). As a part of the conversion to a magnet school, a significant number of teaching staff were replaced in order to support implementation of the new instructional programs. Implement new monitoring and intervention strategies for teacher implementation of instruction and fidelity of programs. Implement a new monitoring plan and intervention strategies for all students with an IEP.
150162990252829	10	Saucedo Elementary Scholastic Academy	<ul style="list-style-type: none"> Update hiring procedures to ensure all teachers have, or are working toward, a bilingual approval and/or special education endorsement for grades K-5, or an ESL and/or special education endorsement for grades 6-8. Implement a Smaller Learning Communities (SLC) model of collaboration and instructional decision-making. Finance additional teaching positions during the regular school day and extended day buckets for lengthening the school day to support struggling learners. Provide targeted professional development, with a focus on bilingual instruction and intervention strategies for struggling learners. Apply for Take One! grant to increase number of Nationally Board Certified teachers.
150162990252185	11	Edwards Elementary School	<ul style="list-style-type: none"> Expand membership and add responsibilities to the Instructional Leadership Team (ILT). Implement core reading program, including professional development and instructional resources with additional support from the ILT. Implement Response to Intervention (RTI) strategies to support struggling learners.

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150162990252280	11	Hurley Elementary School	<ul style="list-style-type: none"> Enhance curricula and instruction through the implementation of a research-based core reading series in grades 4 and 5, professional development, and ongoing coaching supports in the areas of balanced literacy and bilingual instruction. Reorganize staff around critical leadership positions in response to shifts in student population due to opening of a new school in the neighborhood. Implement Response to Intervention (RTI) strategies to support struggling learners. Make staffing changes and reorganize leadership team. Expand instructional strategies, materials and professional development related to balanced literacy. Implement Response to Intervention (RTI) strategies to support struggling learners, with a focus on English Language Learners.
150162990252465	11	Stevenson Elementary School	<ul style="list-style-type: none"> Create an Instructional Leadership Team (ILT) to revise and evaluate school improvement initiatives. Reorganize staff, and hire a new principal and assistant principal. Transition to a Professional Learning Community (PLC) model of school planning and professional development. Implement Response to Intervention (RTI) strategies to support struggling learners. Implement Comprehensive Instructional Framework (CIF).
150162990252388	13	Overton Elementary School	<ul style="list-style-type: none"> Adopt Lead 21 reading curriculum for grades K-5. Adopt Dreams and Doorways reading curriculum for grade 6. Use state standards and data-focused performance management sessions to provide focused instruction for student learning, including the appointment of a PM Coach. Use math standards and intentional teaching strategies to accelerate student achievement by providing additional support to students in need. Use a blended curriculum for science instruction, and increase higher order questioning. Implement a school-wide attendance plan and truancy mediation team.
150162990252936	14	Claremont Academy Elementary School	<ul style="list-style-type: none"> Implement a school-wide attendance plan and truancy mediation team.

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150162990252845	15	Canter Middle School	<ul style="list-style-type: none"> • Departmentalize school staff. • Transition to a high school style scheduling system, allowing students to have individualized programs based on their academic needs and allowing teachers to have common prep time by content area. • Establish a school-wide Leadership theme. • Implement Read 180 for 7th and 8th grade students. • Implement AVID. • Enhance mathematics and science instruction through a partnership with the Illinois Math and Science Academy (IMSA).
150162990252122	16	Carroll Elementary School	<ul style="list-style-type: none"> • Hire a literacy coach to provide teacher training and support. • Hire a math/science coach to provide teacher training and support. • Reorganize staff to place teachers in grades or subjects that mirror their strengths and endorsements. • Implement Response to Intervention (RTI) strategies to support struggling learners. • Use technological systems to provide immediate feedback on student performance.
150162990252213	18	Gallistel Elementary Language Academy	<ul style="list-style-type: none"> • Individualize/differentiate instruction for ELLs using instructional technology. • Provide teacher training based on Instructional Leadership Team (ILT) data reviews. • Implement a school-wide enrichment model with full faculty professional development and Area 18 supports for teachers of gifted students. • Reorganize staff to address reading deficiencies in the primary grades. • Provide extended day instruction for ELLs and students with disabilities. • Purchase a new math curriculum. • Utilize outside experts to consult on ELL strategies. • Facilitate teacher collaboration on curriculum alignment. • Expand in-school supports for students with disabilities.

State RCDTS Code	Area	School Name	Restructuring Plan Summary
150162990250795	26	Chicago Military Academy High School	<ul style="list-style-type: none"> Restructure school-wide curriculum from content-based Instructional Design System (IDS) to skills-based learning and assessment curriculum, including course restructuring. Develop an Instructional Leadership Team (ILT). Implement Response to Intervention (RTI) strategies to improve graduation rates. Implement electronic standards-based curriculum mapping.
15016299025008C	52	Aspira Charter High School	<ul style="list-style-type: none"> Hire additional support staff, including reading and math master teachers, a data specialist, curriculum specialists, a special education specialist, and an ELL specialist. Hire additional administrative staff at each campus, including assistant principals and deans of students. Replace high school principals and strengthen the system for principal evaluation and support. Strengthen the system for teacher evaluation and support.
15016299025007C	52	Young Women's Leadership Charter High School	<ul style="list-style-type: none"> Implement action steps established through the charter's renewal process, including: submitting written updates of the school's strategic planning process; submitting a detailed core curriculum; completing a detailed professional development plan; and submitting a description of the school's behavior management system. Replace school leadership and several staff members. Establish an educational partnership with Edison Learning Alliance.
150162990252401	54	Washington, H. Elementary School	<ul style="list-style-type: none"> Reorganize Instructional Leadership Team (ILT). Implement Response to Intervention (RTI) strategies to support struggling learners. Implement Project Pull-out for at-risk students in grades 3-5 by providing reading support through special education staff. Implement Project 85 for at-risk students in grades 6-8 and for students in grades 3-5 not served by Project Pull-Out by providing reading support through highly qualified interventionists.