

**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 29 schools that have newly entered restructuring status under

[REDACTED]

Identification of students in need of
framework.
development and coaching.

Design of new school for the 2010-
positions.
Professional development and
programs targeted to students with

in collaboration with Chicago
data and assessments to drive
development.
development.

Graduate Primary and Middle
program.
direct instruction.

and Teacher Collaboration Teams (TCTs) at a Freshman Academy within the school.

and Teacher Collaboration Teams (TCTs) in the school.

to 11th grade in reading, mathematics, and assessments

additional professional development days.

high expectations through mentoring programs, and outreach strategies.

onal Development System (IDS), including coaching, and assessments. Students requiring modifications and enrichment programs. Intervention (AVID)

gh Instructional Leadership Team (ILT) and

onal Development System (IDS), including coaching, and assessments.

ent system to ensure data-driven decision-making school-wide.

(TIA) and processes for analyzing data, development and coaching.

<p>Content area.</p> <p>Teams (TCTs) for analyzing data, including Team (IDS), including standards, and Kaplan K-12 S.</p>	<p>10-0224-ED3 FINAL</p>	<p>Teams (TCTs) Team (IDS), including</p>	<p>Team (IDS), including</p>	<p>for at-risk freshmen. for off-track students. her social-emotional of Illinois at Chicago and of Positive Behavior</p>
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	<p>10-0224-ED3</p> <p>Teams (TCTs). -awareness, improve eventment.</p>	<p>FINAL</p> <p>(IDS) to 11th grade, assessments. and an Attendance Team. bnalization and or analyzing data, hing.</p>	<p>Teams (TCTs). tics to align to College</p> <p>not on track to graduate.</p>	<p>ment, coaching, and</p>	<p>ment, coaching, and</p>
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Exhibit A: School Restructuring Plans

Restructuring Plan Summary

<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. 	<ul style="list-style-type: none"> • 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. 	<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.
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