SCHOOL RESTRUCTURING PLAN

A school which has failed to make AYP for a fifth annual calculation is required to develop a restructuring plan that must be implemented during the next year if the school fails to make AYP for the sixth annual calculation.

5.1 Restructuring Actions

School Restructuring:

Description of the School’s Plan for Restructuring: Primary focus of this restructuring plan is the change in governance.

District Changes in Leadership/ Governance to support restructuring efforts of Webster Middle School include:

A District 60 Restructuring Oversight Committee has been established to work with Restructuring plan development, implementation/ monitoring and review/ revision process of all District 60 schools now entering the fifth consecutive year failing to meet adequate yearly progress as defined by the State of Illinois. This committee will provide leadership for substantive change (Glickman, 1993), allocate resources – both human and fiscal, oversee plan implementation, and participate in the monitoring and revision process for each plan annually. This committee will work with Webster Middle School to establish a building leadership team that will follow the distributed leadership model, a change for local decision making. (Elmore, 2000; Fuhrman & Elmore, 2004) Webster Middle School will continue work on development of a vision and mission statement, which reflects the changes being made both in governance and instructional delivery systems within this school to improve academic achievement for all students. (Georgia Department of Education, 2005)

Webster Middle School will focus on reading and mathematic instructional reform strategies that address the learning needs of all students, but in particular the students in two sub groups currently not meeting AYP. The first sub group is students with learning disabilities. Webster Middle School will continued efforts reform and improve inclusion strategies to better address the learning needs in the general education setting (Bucalos, A.B. & Lingo, A.S., 2005). The district will provide support in the area of professional development for inclusion teaching teams June 2007 and will provide leadership and support in monitoring co-teaching in these identified classrooms and student progress monitoring throughout the school year. Curriculum/program coaches will also provide ongoing support. (Coggins, Stoddard, Cutler (2003) Improving Instructional Capacity through School-Based Reform Coaches, American Educational Research Association, Chicago.)

The second sub group to address is African American students with continued focus on viable curriculum (Marzano, Robert Marzano, 2003, What Works In Schools...Translating Research into Action), and vocabulary building strategies (Nuthall & Alton-Lee, 1995) and use of non-linguistic strategies (Walberg, 1999. & Hattie et al.,1996). The district will provide support in summer professional development with bilingual teaching teams to revise and improve current pacing guide in both reading and mathematics. The district will also provide leadership and support in monitoring full implementation of the curriculum and progress monitoring throughout the school year. Curriculum/program coaches will also provide ongoing support. (Coggins, Stoddard, Cutler (2003) Improving Instructional Capacity through School-Based Reform Coaches, American Educational Research Association, Chicago.)
District Oversight Team Members and Roles:

Chief Academic Officer- will provide guidance to the overall process and implementation of each plan.

Associate Superintendent of Specialized Programs- will provide guidance and leadership to the overall plans focus in the area of Bilingual and Special Education student instruction.

Executive Director of Instructional Services and Programs- provide guidance and leadership to the overall plans focusing on the general education instructional needs and core instructional practices.

Director of Elementary / Secondary Instruction – provide curriculum area expertise to each school and core instructional practices, as well as, gifted instructional practices.

Director of School Improvement- will serve as facilitator of oversight committee and provide NCLB guidance and expertise as the SIP and Restructuring Plans are created and provide NCLB resource support in plan implementation. This person will be responsible for the data input for the district sections of the SIP and Restructuring sections of the new plans, as well as, facilitating the peer-review process once plans are completed and present to the Board of Education once in final form.

Director of Language Programs- provide guidance to each school in the area of improving ELL instructional to support sub groups not meeting standards and resources to support plan implementation.

Director of Special Education- provide guidance to each school in the area of improving SPED/ Tier 3 instruction to support sub groups not meeting standards and provide resources to support plan implementation.

Director of Assessment, Research and Evaluation – provide support both in evaluation plan and implementation data collection and analysis, as well as, research data on strategies and resources included in each plan.

Director of Student Support, Discipline and Community Involvement- provide support with the PBIS component at each school to support the changes needed to improve academic performance, as well as, provide help in getting community members involved and keep them informed.

Board of Education Member (s)- provide leadership from the BOE perspective and act as the liaison to the BOE membership as the process evolves.

Community Representative (s)- provide perspective from and act as a liaison to the community at large to keep them informed as this process evolves. Parent representatives from the ELL Parent Action Council and SPED Parent Action Council, as well as, parent representative from the High school will be solicited.
University Partner Representative - provide outside perspective and expertise in research base practices for improved academic performance.

RESPRO consultant - provide outside perspective and expertise in research base practices for improved academic performance. This group also will provide outside monitoring of the implementation for each plan as the System of Support from the Illinois State Board of Education.

ULLC consultant - provide outside perspective and expertise in research base practices for improved academic performance. This group will also provide ongoing coaching with the Distributed Leadership Team development, and assist in the ongoing assessment of fidelity to plan implementation.

**District Restructuring Oversight Committee Duties:**


2. Provide research based options/suggestions for reform (with assistance from both outside support resources), guidance in process of determining new governance structure and reform instructional delivery system.

3. School Leadership Teams, ULLC consultants and RESPRO consultants will report directly to District Oversight team.

4. Oversight Committee will analyze data and input gathered from School, ULLC, and RESPRO used to first develop the plan. Representatives from the District Restructuring Oversight committee will work with each leadership team during the planning phase as well as working collaboratively with ULLC and RESPRO to determine course of action that will be taken at each school.

5. District Oversight committee will work with ULLC and RESPRO to delineate their role in the reform process, as well as, meet with each school based leadership team to delineate their role and responsibilities. Each outside agency will provide resources and or services that support each individual school corrective action/ restructuring plan.

**District Central Office Leadership members** -
   a) Provide resource support to each building leadership team (human and material) to ensure plan can be fully implemented.
   b) Provide new structure to administrative evaluation structure and focus to ensure accountability in both instructional program implementation and leadership at each school.
   c) Participate in periodic walk-through observations to document program changes indicated in action plan are being fully implemented at each school.
   d) Professional development support in areas of focus for each school in restructuring.

**ULLC consultants** - contracted to work with each school in the following areas per contract for services 2006-2007:
   a) Provide support in development of school mission/vision development,
b) Provide support in development of school leadership team development including training on the distributed leadership process for decision making.

c) Facilitate in-depth data analysis of multiple data points and provide guidance of reform strategies that address areas of identified need. Also provide continued support of curriculum alignment/ pacing guide efforts started previous year.

d) Once the strategies are identified, ULLC will also provide research driven ongoing support via the leadership team in development of school tools, effective systems, and daily practices that address the reform strategies being implemented through the corrective action/ restructuring plan.

RESPRO consultants will provide (per School Code 1111(b) (2) (B):

a) Provide support in research based programs (white papers or links) on restructuring reform that have demonstrated success in districts with similar demographics as well as links to research based resources that support the reform focus.

b) Provide monetary support through arranging outside resources that support the restructuring plan including access to national trainers and ongoing coaches to support reform measures in the school restructuring plan.

c) Provide on-going/ just in time professional development support that supports the individual/ unique needs for reform strategies identified in each school plan offered locally. This will be arranged through the District Oversight team, not through the school leadership teams. The school leadership teams will bring their needs for support to the Oversight monthly meeting.

d) Provide support / facilitation of parent and community members in the design, implementation and monitoring of school improvement plans.

e) Provide outside monitoring of School Improvement Plan implementation, which will be comprised of strategies that drive the Corrective Action/ Restructuring Plan summations in each state approved plan. This monitoring will take place with the Leadership team at each site. Suggestions for next step, actionable recommendations will be provided by the RESPRO.

The SIP monitoring will be done monthly, with three of the monitoring visits using the formal monitoring tool and visits done on off months using check list and walk-through monitoring tools to gather data as to actual implementation of the strategies identified both in the Action Plan and Corrective Action/ Restructuring Plan addendums.

School/ Building Leadership Teams (BLT) will provide:

a) Identification of an 8-10 person team, which is representative of all subgroups within the school community, including community representation when possible. This team will be making a commitment to meet weekly to generate reform plan suggestion, oversee local implementation of reform plan, and participate in the evaluation of that implementation. All decisions will use the distributed leadership model. The school improvement plan will be generated by this team or the SIP team will work collaboratively with this team to generate the new SIP which will incorporate the Corrective Action or Restructuring Plan. The SIP will support the Corrective Action or Restructuring Plan—all strategies in the SIP support the Corrective Action/ Restructuring summation which will be included as an addendum. This body will be making local decision regarding whole faculty professional development, expending SIP allocations to support plan implementation, whole faculty meeting agendas, and will analyze plan implementation data and revise plan as needed to meet focus of change indicated in restructuring plan.
b) Modeling of reform strategies- school leadership team members will lead by example, modeling reform strategies in their own teaching practice and communicate/ guide the reform model with fellow staff members.

c) Data gathering via teams that will conduct local walk through observations to document implementation of reform strategies, as evidenced in daily practices.

d) Community liaison- a leadership team spokesperson(s) that will communicate/ educate students, parents and community regarding the restructuring plan components and progress reports. This may be through face to face meetings, newsletters, and/or web publishing. This will be another avenue of soliciting community participation in the reform effort as well.

6. Representatives from each of the group above sit on District Oversight Committee which will meet monthly once the plans are ready for implementation to provide monthly progress update and discuss additional resource/service needs to fully implement the plan for each school. All changes, additions or subtractions regarding professional development to support the reform plans must be approved by the District Oversight Committee. This should help streamline and organize services being provided to support each school and eliminate overlap and different versions of strategy focus.

SCHOOL INPUT SECTION:
Webster Middle School has identified the following Academic / instructional changes which will be monitored both internally through the building leadership team and externally through the district restructuring oversight committee include:

(Please insert your key reform focus here)
5.2 Appropriateness of the Plan

A change in the governance model was selected as the focus that could bring about the greatest increase in achievement over a short period of time. (Schomoker, 1999) While this school has worked hard to make gains, the improvement in student achievement has not been driven by multiple data points, and reform efforts have not been evenly implemented. The lack of instructional delivery consistency from teacher to teacher has contributed to the sub-groups issues that have moved this school to NCLB restructuring identification. (Marzano, 2000a)

Several outside consultants (both program specific, grant specific and the consultants working with schools in Corrective Action) were brought in to conduct evaluations on instructional programs already in place and reported that there was a blatant lack of fidelity in program delivery both in reading and mathematics instruction. During the aligning of curriculum alignment and creation of a pacing guide for reading and mathematic instruction, this lack of instructional consistency was again documented, as grade level teams of teachers worked with the Urban Learning and Leadership Center in curriculum mapping. By organizing essential instruction (Kendall, 2000) and providing an on-going monitoring process that leads to reflective supervision. (Blasé & Blasé, 1998)

This restructuring plan has been created to address issues in this school to shift from top down management to a distributed decision making model. This model will intensify use of data to drive instructional decisions to better meet the learning needs of all students in their school. This new governance system moves beyond the planning stage and will include modeling reform strategies identified and monitoring the change in classroom instructional practice, which will ensure plan implementation school-wide. Both the district and school are setting high achievement expectations for all students, regardless of sub group and will monitor the reform efforts to ensure that this occurs. (Marzano, 2000a)

A system for accountability ensures that the changes indicated are implemented and implemented with fidelity. Changes from the very top offices in Central Office to the classroom teacher are being included in this plan. The lack of such a system has contributed to the failure to meet AYP in all categories. (Fullen, 1993)

5.3 Sufficiency of the Plan

This plan is designed to address instructional delivery and accountability with changes starting at the very top and ending with the individual classroom teacher and his/her students. (Accountability in Action – Reeves, 2000) It is believed that the combination of a change in governance at the district level which supports change at school level will improve instructional decisions making and correct the inconsistency present in curriculum delivery that has occurred in the past. Classroom observations will be done frequently by both the local building leadership team and the District Oversight committee to document that On-going monitoring both by the oversight committee and building leadership team will ensure that the restructuring plan is being fully implemented. The scientific research based instructional strategies have been identified are those that have evidence of meeting the learning needs of the student population being targeted for this reform plan.