

RICH CENTRAL CAMPUS HIGH SCHOOL

Restructuring Plan 2006

Board Approval Date:	8/14/2007
Plan Submission Date & Ref No:	8/28/2007 - RES07 - 000200
ISBE Monitoring Completed:	11/26/2007

RICH CENTRAL CAMPUS HIGH SCHOOL - RICH TWP HSD 227

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 140162270170002

District Name: RICH TWP HSD 227

Superintendent: HOWARD R HUNIGAN

District Address: 20000 GOVERNORS DR

City/State/Zip : OLYMPIA FIELDS, IL 60461

District Phone : (708) 679-5800

District Email : dsimpsonleak@rich227.org

School Name : RICH CENTRAL CAMPUS HIGH SCHOOL

Principal :MACEO RAINEY, PRINCIPAL

School Address : 3600 W 203RD ST

City/State/Zip : OLYMPIA FIELDS, IL 60461 1086

School Phone : (708) 679-5600

School Email : mrainey@rich227.org

Is this for a Title I School? Yes

RICH CENTRAL CAMPUS HIGH SCHOOL - RICH TWP HSD 227

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2006

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2006-07 Federal Improvement Status	Choice
Is this School making AYP in Mathematics?	No	2006-07 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		69.0	
All	100.0	Yes	100.0	Yes	47.8		Yes	35.8		No			91.2	Yes
White														
Black	100.0	Yes	100.0	Yes	46.9		Yes	32.9	35.6	Yes			92.0	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	33.0	38.7	No	22.5	30.0	No			98.2	

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Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2006

Schools are not accountable for AMAO. This is a district level requirement only.

RICH CENTRAL CAMPUS HIGH SCHOOL - RICH TWP HSD 227

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Attendance Rate (%)	90.8	90.7	92.5	93.0	93.2	91.8
Truancy rate (%)	4.0	0.8	2.3	2.2	2.4	0.8
Mobility rate (%)	30.4	19.2	14.6	18.0	8.6	11.3
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	86.5	88.9	92.4	91.4	93.6	91.2
HS dropout rate, if applicable (%)	1.3	0.6	2.9	3.2	2.7	2.7
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	1,091	1,106	1,140	1,198	1,316	1,419
Economically disadvantaged (%)	22.8	30.0	31.9	40.1	45.7	51.4
Limited English proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.1	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	15.7	14.3	11.3	8.8	5.8	3.9
Black, non-Hispanic (%)	81.5	82.4	85.9	87.5	90.6	92.7
Hispanic (%)	1.5	1.9	1.8	2.8	2.6	2.3
Native American or Alaskan Native (%)	0.2	0.3	0.3	0.3	0.1	0.0
Asian/Pacific Islander (%)	1.2	1.2	0.7	0.7	0.6	0.4

RICH CENTRAL CAMPUS HIGH SCHOOL - RICH TWP HSD 227

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2000	17.2	79.9	1.4	1.5	-	-
	2001	15.7	81.5	1.5	1.2	0.2	-
	2002	14.3	82.4	1.9	1.2	0.3	-
	2003	11.3	85.9	1.8	0.7	0.3	-
	2004	8.8	87.5	2.8	0.7	0.3	-
	2005	5.8	90.6	2.6	0.6	0.1	0.4
	2006	3.9	92.7	2.3	0.4	-	0.7
D I S T R I C T	2000	25.1	70.7	2.8	1.3	0.1	-
	2001	22.4	73.5	2.8	1.1	0.2	-
	2002	21.1	75.4	2.2	1.1	0.2	-
	2003	17.4	78.4	2.9	1.0	0.3	-
	2004	14.7	80.6	3.5	0.9	0.2	-
	2005	11.3	83.8	3.8	0.8	0.1	0.1
	2006	8.1	86.8	3.7	0.6	0.2	0.5
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2000	-	19.4	100.0	89.9	10.6	15.0	1.5	2.7	85.0
	2001	-	22.8	100.0	90.8	30.4	42.0	4.0	1.3	86.5
	2002	-	30.0	100.0	90.7	19.2	9.0	0.8	0.6	88.9
	2003	-	31.9	100.0	92.5	14.6	27.0	2.3	2.9	92.4
	2004	-	40.1	100.0	93.0	18.0	26.0	2.2	3.2	91.4
	2005	0.1	45.7	100.0	93.2	8.6	31.0	2.4	2.7	93.6
	2006	-	51.4	100.0	91.8	11.3	12.0	0.8	2.7	91.2
D I S T R I C T	2000	-	30.0	100.0	90.7	12.0	38.0	1.2	2.5	85.8
	2001	0.1	33.2	94.7	90.0	18.8	79.0	2.4	1.2	90.2
	2002	-	37.9	99.5	90.7	16.6	46.0	1.4	1.2	89.6
	2003	-	40.4	98.6	92.0	13.8	52.0	1.5	2.3	94.0
	2004	-	46.9	98.5	92.6	17.1	78.0	2.2	3.2	83.7
	2005	-	52.8	100.0	91.0	11.7	142.0	4.0	2.2	93.2
	2006	-	59.9	100.0	89.6	15.7	78.0	2.0	3.9	92.0
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109.0	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2000	996	-	-	-	-	-	-
	2001	1,091	-	-	-	-	-	-
	2002	1,106	-	-	-	-	-	294
	2003	1,140	-	-	-	-	-	288
	2004	1,198	-	-	-	-	-	283
	2005	1,316	-	-	-	-	-	304
	2006	1,419	-	-	-	-	-	324
D I S T R I C T	2000	3,137	-	-	-	-	-	-
	2001	3,283	-	-	-	-	-	716
	2002	3,343	-	-	-	-	-	864
	2003	3,365	-	-	-	-	-	850
	2004	3,461	-	-	-	-	-	845
	2005	3,626	-	-	-	-	-	859
	2006	3,886	-	-	-	-	-	957
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2000	187.0	19.4	68,496	27.5	72.5	-	19.5	-	-
	2001	186.0	18.6	70,187	29.3	70.7	-	20.5	-	-
	2002	206.0	17.5	72,236	28.4	71.6	-	19.0	-	-
	2003	228.0	16.1	71,948	33.2	66.8	-	17.6	-	-
	2004	212.0	14.8	70,088	35.0	65.0	-	20.0	-	-
	2005	224.0	13.4	69,140	39.8	60.2	-	19.7	-	-
	2006	251.0	11.9	67,313	45.8	54.2	-	18.3	3.1	-
S T A T E	2000	122,671.0	14.8	45,766	53.2	46.6	19.3	18.1	-	-
	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4

Note: Hyphens in the table indicate that data are not relevant for your plan.

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	42.0	45.8	50.9	46.3
White	68.9	71.4	78.6	64.3
Black	38.8	42.4	48.7	45.4
Hispanic	-	-	-	-
Asian/Pacific Islander	-	-	-	-
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	-
Students with Disabilities	4.5	5.9	16.0	-
Economically Disadvantaged	29.2	33.8	33.8	36.0

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Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11				
Groups	2002-03	2003-04	2004-05	2005-06
All	27.7	30.3	30.4	32.1
White	51.7	57.1	71.4	57.2
Black	25.0	26.7	27.6	30.0
Hispanic	-	-	-	-
Asian/Pacific Islander	-	-	-	-
Native American	-	-	-	-
Multiracial/Ethnic	-	-	-	-
LEP	-	-	-	-
Students with Disabilities	-	-	4.0	-
Economically Disadvantaged	18.8	23.0	23.0	21.4

RICH CENTRAL CAMPUS HIGH SCHOOL - RICH TWP HSD 227

Section II-A Plan Activities - Restructuring Options

Plan Requirements - District and school planners should consider what has occurred in a school that has brought it to restructuring. The restructuring plan should take into account the actions initiated in prior years. The actions required under the restructuring plan may be seen as deeper, broader, or more targeted to meet identified needs. Each restructuring plan must be submitted to ISBE with the approval of the local board no later than six months after the district's receipt of formal notification regarding the school's AYP status.

2. replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP,
4. implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - i. governance and management, and/or
 - ii. financing and material resources, and/or
 - iii. staffing

RICH CENTRAL CAMPUS HIGH SCHOOL - RICH TWP HSD 227

Section II-B Plan Activities - Plan Description

A. Restructuring Plan Description

Describe the plan for restructuring the school.

During the school year 2006 - 2007, all Correction Action steps were implemented:

1. Detracking of Language Arts

All Language Arts low level course were eliminated in the 2006 - 07 school year. This allowed students to enter, at a minimum, in the college preparation track. The Language Arts staff was also responsible for aligning the curriculum to the Illinois Assessment Framework and ACT College Readiness Standards. Common assessments were developed in order to allow equity in courses as well as a method by which the school can determine how students are performing. In 2007 - 08, the detracking is still in effect. Teams of teachers are continuing in the process of developing the common artifacts (assessments, pacing guides, grading scales, assignments). Additionally, a focus on instructional methodology is being emphasized through professional development this school year.

2. Detracking of Math for 2007 - 08

Beginning in the 2007 - 08 school year, all incoming freshmen students will either be enrolled in Algebra I Regular or Intermediate Algebra Honors. The low level track of mathematics has been eliminated. Teachers have spent the 2006 - 07 school year working on the curriculum for Algebra I and Geometry to ensure they are aligned with the Illinois Assessment Frameworks and the ACT College Readiness Standards. Additionally, eight benchmark assessments have been developed in order to determine what students need additional support to increase their achievement. During the 2007 - 08 school year, instructional methodology in the mathematics classrooms will be the main priority. Also, a Math Foundations Class is being implemented as a support class for students who need additional help to be successful in Algebra. This class is taken in parallel with Algebra I and involves more hands-on, team activity to assist the learning in a smaller classroom setting. The 2007 - 08 school year will also see a renewal of the honors program in conjunction with the Foundation School Districts.

3. Consultant for Math

In the 2006 - 07 school year, Dr. Timothy Kanold and associates were brought in to meet with the administration and math teachers. Additionally, classroom visits and team meetings were conducted by Dr. Linda Fulmore at the Rich Central Campus. Dr. Fulmore will continue her work with the math teachers in the 2007 - 08 school year. She will be focusing teams on methodology and data surrounding student achievement.

4. KeyTrain Implementation

The 2006 - 07 school year was the second year for usage of KeyTrain to assist students with the WorkKey portions of the Prairie State

Exam. This year all juniors were given several practice KeyTrain opportunities to determine those who needed additional support. Students were given the opportunity to take a PSAE review class using KeyTrain during the second semester. Approximately 120 juniors were able to participate in this opportunity in addition to KeyTrain practice in core classes. The KeyTrain implementation will continue with expansions for the 2007 - 08 school year.

5. Addition of a Reading Specialist to assist with efforts in reading

Rich Central added a Reading Specialist to the campus in the 2005 - 06 school year. In 2006 - 07 the role was expanded to include training teachers on Reading across the curriculum. In the 2007 - 08 school year, the Reading Specialist will be conducting trainings for teachers in regards to reading in the content areas. Additionally, the Reading Specialist will be working directly with student groups in terms of reading and test taking strategies.

Each of the Corrective Action steps has been put in place and will remain in the plan for 2007 - 08 and beyond.

Each of these components was used to determine additional steps needed to increase student achievement leading to the changes as detailed in the Restructuring beginning in 2007 - 2008.

Restructuring Actions beginning 2007 - 08:

Replacement of Staff:

Rich Central High School has maintained at a plateau level of achievement for black students and economically disadvantaged students according to the data over the previous 4 years in the areas of Reading and Mathematics. At Rich Central High School, the administrative structure had been the following:

Principal,

Associate Principal (in charge of Pupil Personnel Services),

Assistant Principal (Athletics and Activities),

Curriculum Coordinator for the following subject areas -

Language Arts,

Mathematics,

Science and Fine Arts, and

Social Studies and Foreign Language.

Curriculum Coordinator for Special Education shared with another campus

Additionally, there has been a District Curriculum Coordinator for Vocational Education shared by all three campuses.

Over the previous two years, the District has spent a great deal of time looking at the structure (the "bus") and the personnel (the "people on the bus"). One of the main issues arose in the fact that in this structure, the principal is the Instructional Leader for the building, but has no support in the area of academics - a "right hand" person to ensure that academic follow through is occurring at each level. It also set up

Curriculum Coordinators who had no structure in place to pull them together to work as a cohesive team, on academic items. The Associate Principal's role was to ensure that the Pupil Personnel Service Team (Deans, Counselors, Social Worker, Psychologist, and Nurse) were meeting to discuss interventions for specific students - but not necessarily to address academic needs of the campus as a whole. Using best practice research and meeting with consultants, such as Dr. Timothy Kanold and Dr. Richard DuFour from Adlai Stevenson High School, a new set of needs was identified and a new administrative structure was determined. Moving the building to Professional Learning communities requires the teams to be in place in a different format. The Principal needs to have an understanding of how the teams should work and be able to stay on focus with academic initiatives. The structure also needs an administrator who is responsible for ensuring that academic initiatives are across the board and assist with follow through for all departments. Additionally, other administrators, although they may focus on a particular content area, need to also understand their role in supporting the overall school initiatives. And finally, the vocational education program needed a shift in thinking to Applied Arts - in order to allow for vocation while maintaining the idea of application of core areas into these courses. With that information, the following structure will be in place beginning the 2007 - 08 school year:

Principal,

Associate Principal for Operations (in charge of Pupil Personnel Services),

Associate Principal for Teaching and Learning (supervises specific departments as well as the overall Academic Program),

Assistant Principal for Athletics and Activities,

Instructional Leaders (works with specific departments as well as overall academic initiatives):

Math

Science

Special Education

District Instructional Leader for Applied Arts

In this new structure, only one person who was part of the previous staff will be returning - former Curriculum Coordinator for Science and Fine Arts will be in the role of Instructional Leader for Science.

This major change will include training in the summer months as well as ongoing assistance and support for the new team in moving achievement forward.

Other Major Restructuring:

With the test score data on the Prairie State as well as local data on our Explore, Plan, ACT system, there is a distinct systemic issue that starts when students enter the campus. Additionally, many of our honors level students are not performing at the optimum level due to scheduling issues and lack of communication amongst honors level teachers across the board. With this several major restructuring initiatives are beginning in 2007 - 08:

New Bell Schedule

Small Learning Communities:

- Freshmen Academy
- Honors Academy
- Olympian Academy
- School Within A School
- Evening School

New Bell Schedule:

The New Bell schedule will eliminate the issue of split classes which caused considerable disruptions in learning for students in those classes. The split class would involve a student attending class for 25 minutes, leave the class to have a 25 minute lunch period, and return to the same class for an additional 25 minutes of instruction. In the new bell schedule, a student's lunch is paired with an advisory period.

Small Learning Communities:

Through the investigation of best practices at the high school level, one major restructuring approach involves the redesigning of the high school into smaller learning communities. These learning communities need to be set up to be entities within the larger context that offer students a smaller, more personalized academic experience. At Rich Central, these smaller learning communities take the form of five learning experiences for students:

- Freshmen Academy
- Honors Academy
- Olympian Academy
- School Within a School
- Evening School

Freshmen Academy:

Students entering Rich Central High School in the Fall of 2007 who are freshmen will be placed into the Freshmen Academy. This Academy houses all of the Core Freshmen classes - Language Arts, Mathematics, Science, and Social Studies. The Freshmen Academy is located in one wing of the campus to keep those students in a smaller learning environment where teachers share the same students and have collaborative time to develop lessons that connect for those students. There is an Administrator, Dean and Guidance staff assigned to the Academy to support the initiatives of the staff. Advisory periods for students in this Academy will be geared for Freshmen students and their specific academic needs. Over the course of the year, teachers will receive training in regards to differentiated instruction to assist with skill building for all students based on the incoming Explore scores. Additionally, Math Consultant will be observing Algebra classes in the Academy and meeting with those teachers to address instructional methodology for mathematics. Common artifacts (assessments, pacing guides, assignments, grading scales) will be mandatory within the academy to ensure equity for all students as well as measures to

determine how students are performing while allowing for adjustments in curriculum according to the Illinois Assessment Framework needs.

Honors Academy

Beginning in Fall 2007, students in core Honors Courses will be housed in one centralized wing of the campus. This will enable students to be in a smaller learning community that allows for collaboration amongst Honors teachers in regards to thematic planning, extended time for projects and planning for those students to continue in the honors courses through their high school career. This academy is also designed to encourage and develop plans for assisting the higher achieving students to perform at their peak.

Teachers in the Honors Academy will receive training geared towards working with the Honors level students. Additionally, the advisory periods for these students will be geared towards the needs of the Honors student. There will be a designated administrator and counselor to work with this wing of students as well. Finally, students will be able to take as many courses in this Academy as appropriate.

Olympian Academy

Sophomore, Junior and Senior students who do not take the majority of their courses in the Honors Academy will belong to the Olympian Academy Small Learning Community. Teachers will have the opportunity to meet and ensure that academic initiatives are common for students in the same course, plan out thematic units for the Academy, address the needs of specific classes through the advisory period, and receive training on differentiated instruction to address the needs of all students. A designated administrator, dean and counselor will be assigned to this Academy as well.

School within a School

In the 2006 - 07 school year, the alternative campus, Phoenix, was closed and those students returned to Rich Central High School. Many of these students needed a smaller, more one-on-one learning environment. The School Within a School (SWS) was set up to meet this purpose. In the 2007 - 08 school year, the SWS program will continue to operate as a small learning community for those students who need the one-on-one, small setting situation. Students may take one to four classes in the SWS program. Teachers assigned to the program will offer support in conjunction with a designated counselor to this group of students.

Evening School

In addition to the SWS system, a population of Rich Central students needs a small learning community that is outside of the regular school day. To that end, beginning in 2006 - 07, the Evening School Program was opened to those students. In 2007 - 08, the program will be expanded and offered to more students who are in need of this type of learning environment.

These actions are appropriate for the school in light of the data as it exist for Rich Central High School. Over the past four years, Rich Central has seen teacher experience decrease while test scores remained the same. This speaks to the fact that as new teachers came into the system, the veteran staff shared their techniques and ideas for working with students that continued to produce the same results. By bringing in new administrators to provide leadership to all teachers in addition to an evaluation process that values the need for collecting data and addressing the Illinois Assessment Frameworks, Rich Central will be able to move in a different direction to produce

different results.

RICH CENTRAL CAMPUS HIGH SCHOOL - RICH TWP HSD 227

Section IV-A Local Board Action

DATE APPROVED by School Board : 8/14/2007

SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent

RICH CENTRAL CAMPUS HIGH SCHOOL - RICH TWP HSD 227

ISBE Monitoring

RESTRUCTURING DESCRIPTION

- Yes Does the plan describe an option for restructuring allowed in the law?
- Yes Does the district make the case that the option selected is appropriate for the school and/or answers the question "Why is this option appropriate for this school?"
- Yes Does the plan explain corrective actions implemented at the school that will remain in place or be a part of the
Do state assessment data indicate that the school is showing progress from corrective actions? Is the continuation of these actions warranted or reasonable?
- Yes Is it clear what support the district will provide to ensure the success of this plan? If applicable, is it clear what corrective action the district is taking with this school?

APPROVAL DATE OF BOARD

- Yes The plan indicates the approval date of this plan.

RESTRUCTURING PLAN COMMENTS

11/26/07 ISBE staff met with district and school staff today: the review of this plan is now complete. Please implement this plan with the assistance of your area RESPRO. Carol Diedrichsen-----09/06/07 Review: The district has created a plan for restructuring three of the schools that includes option 2 and 4 (including a replacement of staff, small learning communities, Freshman House, and the School within a School). That these plans are identical is appropriate based on the data and explanation in the plan. The overall plan of support and direction in the district should prove sufficient to bring needed change. We will discuss the 2007 data for all three schools when ISBE staff has a conversation as part of the review process for restructuring and as part of the conversation with this district in corrective action based on 2007 data. We will schedule a meeting with you (by phone or in person) within the next month. I look forward to talking with you about these plans! Carol Diedrichsen 217/524-4832 cdiedric@isbe.net