

Hinsdale South Tier 2 Restructure

In order to bring Hinsdale South into compliance with the state special education guideline of 70/30, our building leadership worked on restructuring our tier 2 classes. The overarching supposition in this restructure was the understanding that our FTE would not decrease and that South would be able to reallocate existing resources based on the restructure of support.

Beginning in the 2018-2019 school year, we will begin a four year restructure of our tier two classes in the core areas due to the fact that students who are currently tracked in these classes are not being exposed to higher instructional expectations. As noted in the CEC Social Studies audit “The disparity between the student makeup in some classes, within the same course and different leveled courses, is pronounced....Students in these classes are not receiving the same educational opportunities as others and, consequently, will never be able to close the learning gap and show academic gains until equitable classroom environments are standard.”

The timeline for the restructure is as follows:

	2018-2019	2019-2020	2020-2021	2021-2022
English	Elimination of English 2 AR			
	Introduce Academic Reading 2			
	Academic Reading 1 No longer cotaught			
Science	Elimination of GeoPhys AR	Elimination of Concepts of Chemistry		
	Last year of Concepts of Chemistry			
Social Studies	Elimination of World Cultures AR			
Math	Elimination of Alg 1 Part 1	Eliminate Alg 1 Part 2 & Geo A	Eliminate AAT	
	Last year of Alg 1 Part 2	Create Geometry AR		
	Last year of Geometric Analysis	Last year of Advanced Algebraic Topics		

Restructuring these classes and the transition will leave holes that will need support not only for the students, but for the teachers as well. As noted by the CEC audit “Teachers may need differentiation and management support. Students will need supports *in addition to* classroom supports that will provide interventions for their deficits.”

Our plan for each class subject is run off of the premises that:

- We are staffing at the same levels for student enrollment as the 2017-2018 school year
- All core classes will operate under the 25:1 FTE ratio
- All core plus classes will operate under the 20:1 FTE ratio.

English:

We will eliminate the English 2 AR course and create a new intervention course, Academic Reading 2 that will be modeled after the Academic Reading 1 course. It will be run as a core plus for the students who were identified during their ninth-grade year as likely to benefit from direct reading and writing instruction and supplemental in-school language arts instruction and support.

Also, Academic Reading 1 will be run as a core plus class, thus will no longer be co-taught. This will allow us 0.4 FTE for reallocation.

Social Studies

We will eliminate World Cultures AR and run all World Cultures under the 25:1 ratio, thus creating a 0.2 FTE for reallocation. In this class, we will be exploring ways to maximize differentiation opportunities in a 1:1 environment – some students work on Achieve 3000 while others will work on Study Island, thus not losing any of our reading intervention that is currently succeeding in this class.

Additional FTE Needs – 0.6 literacy coach to assist in supporting the students' gaps that will be created by this transition by pushing into the classes as well as pulling students for 1:1 intervention. Additionally, they would assist in the differentiation of the materials for these classes.

Science

In 2018-2019 we will eliminate the GeoPhysics AR sections and run all GeoPhysics sections under the 24:1 FTE ratio. Similar to the World Cultures, we will be exploring way to maximize differentiation opportunities to ensure that all students have the necessary skills to move on to the next level.

In 2019-2020 we will eliminate Concepts in Chemistry and run all sections under the 24:1 FTE ratio.

Additional FTE needs - Add .6 Science interventionist to assist in supporting the students' gaps that will be created by this transition by pushing into the classes as well as pulling students for 1:1 intervention. Additionally, they would assist in the differentiation of the materials for these classes.

Math

In 2017-2018, we will change the format of Algebraic Reinforcement for second semester to be 60% skill patching, 40% support for class, eventually working to an 80% - 20% model. We will use our CEC time with the Algebra 1 team and interventionists to work on this restructuring.

In 2018-2019 we will run all core classes at the 25:1 ratio. In so doing, Advanced Algebraic Topics would go from 5 sections to 4, thus creating a 0.2 FTE for reallocation.

In 2018-2019 we will eliminate Algebra 1 Part 1. Students previously supported in this class will now be supported through aforementioned redesigned Algebraic Reinforcement.

In 2019-2020 we will eliminate both Algebra 1 Part 2 as well as Geometric Analysis. Students previously supported in these classes will be supported in Geometry AR.

In 2020-2021 we will eliminate Advanced Algebraic Topics. Students previously supported in these classes will be supported in Algebra 2 AR.

Reallocation of FTE

Under our plan, we have a need for 1.2 FTE; a social studies literacy coach of 0.6 FTE and a science interventionist of 0.6 FTE. Under our plan we have a 1.2 savings, thus there is no additional FTE needed.

Additional FTE Needed	FTE Savings From Restructure
Social Studies Interventionist	0.60
Science Interventionist	0.60
	0.40 No co-taught English 1 AR
	0.40 Restructure of World Cultures AR
	0.20 Restructure of AAT
	0.20 Elimination of Algebra 1 Part 1