

## **BUREAU OF STUDENT ASSISTANCE**

### **DRAFT RESTRUCTURING PLAN 2007-2008**

**(This plan must be finalized and implemented for any school that, pending release of 2007-08 FCAT results, becomes SINI-5)**

**Due Date: March 7, 2008**

**Final Plan Due Date:**

District Name: **OSCEOLA**

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**DIRECTIONS: For each school in Planning for Restructuring (SINI 4), please complete the following information as relevant. Tier selection subject to change pending 2007-08 FCAT scores.**

**School Name:** [BOGGY CREEK ELEMENTARY](#)

Lowest-Performing subgroup: [English Language Learners](#) Number of Students: 257 Percentage of student body: 31%

PULL-DOWN MENU WITH THE FOLLOWING:

**Tier:** [Tier 5](#)

Select either **A) Federal Requirements** or **B) State Guidance**

**A) Federal Requirements**

(8) RESTRUCTURING- (B) ALTERNATIVE GOVERNANCE – Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement ONE OF THE FOLLOWING alternative governance arrangements for the school consistent with State law:

- (i) Reopening the school as a public charter school.
- (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
- (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
- (iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State.
- (v) 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 in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause.

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**DIRECTIONS: Describe the restructuring plan to be undertaken by the first day of school year 2008-2009. Include any actions intended to raise the performance of specific subgroups, teacher effectiveness, or increase instructional time. (If the District has already taken the actions outlined, or substantially similar actions, please describe the actions taken and the timeline.)**

**Section I. Restructuring Elements**

Changes in Administrative Personnel (Principal, Assistant Principal, directors, coaches)

If the district is planning changes in this area, please describe the planned actions. Otherwise, check here X

**Changes in Instructional Staff (teachers, paraprofessionals)**

If the district is planning changes in this area, please describe the planned actions. Otherwise, check here X

**Research-based activities for Students**

If the district is planning changes in this area, please describe the planned actions. Otherwise, check here \_\_\_\_

Grade Level	Number of Students	Content or Skills Area	Activity	Outcome Measure
K-5	701	Reading and Math	LFS Curriculum maps Student Learning maps Acquisition lessons	FCAT TestMaker (grades 3-5) FCAT Data (grades 3-5) AYP Data ( grades 3-5) FLKRS (Kindergarten) DIBELS ( grades K-5) G.R.A.D.E. (grades 1-5) CELLA (ELL students) McMillan McGraw-Hill Reading pre/post test Harcourt Math pre/post test

Learning-Focused Solutions impacts student learning by providing research-based instructional strategies that make connections for students in their own learning by utilizing Student Learning maps that are standard driven in order to raise student achievement.

**Research-based activities for Instructional Staff**

If the district is planning changes in this area, please describe the planned actions. Otherwise, check here \_\_\_\_\_

Grade Level	No. of Instructional Staff	Content or Skills Area	Activity/Provider	Outcome Measure
K-5	38	Reading and Math	LFS Curriculum maps Student Learning maps Acquisition lessons	FCAT TestMaker (grades 3-5) FCAT Data (grades 3-5) AYP Data ( grades 3-5) FLKRS (Kindergarten) DIBELS ( grades K-5) G.R.A.D.E. (grades 1-5) CELLA (ELL students) McMillan McGraw-Hill Reading pre/post test Harcourt Math pre/post test

Learning Focused Solutions is a school reform model designed to assist assistants, schools and teachers in using exemplary practices to increase learning and achievement. The planning model provides frameworks and tools for organizing, planning, assessing and designing for: organization, planning, curriculum, instruction and assessment.

**Research-based activities for administrative personnel**

If the district is planning changes in this area, please describe the planned actions. Otherwise, check here \_\_\_\_\_

No. of Staff	Content or Skills Area	Activity/Provider	Outcome Measure
2	Reading, Math, Writing	LFS Curriculum maps Student Learning maps Acquisition lessons	FCAT TestMaker (grades 3-5) FCAT Data (grades 3-5) AYP Data ( grades 3-5) FLKRS (Kindergarten) DIBELS ( grades K-5) G.R.A.D.E. (grades 1-5) CELLA (ELL students) McMillan McGraw-Hill Reading pre/post test Harcourt Math pre/post test

Administrators have attended Learning-Focused Solutions workshops in Leadership, Achievement, Accountability and Monitoring for achievement that provides a model for administrators to support and monitor exemplary practices that impact student achievement. This training will be continued in 08-09 and will include additional training in “writing”.

**Alternative Governance**

If the district is planning changes in this area, please describe the planned actions. Otherwise, check here \_\_\_\_\_

Opening as a charter school \_\_\_\_\_y X n

Entering into a contract with an external group: \_\_\_\_\_y X n

Other: \_\_\_\_\_

**Change in the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the District.**

If the district is planning changes in this area, please describe the planned actions. Otherwise, check here \_\_\_\_\_

After a close examination of the school's infrastructure OCPS will alter various practices and policies, decision-making strategies, and other operational procedures to enhance the instructional program. This is an opportunity to engage in comprehensive whole school reform through changes in governance that will lead to fundamental changes in teaching and learning. This major restructuring will lead to changes in a decision-making platform or structure that will provide for expanded leadership, collaborative decision making, and a focus on strategies to increase student achievement. A governance team will be created to review how decisions are made at the school. The governance team will consist of the Deputy Superintendent of Elementary Administration, the Assistant Superintendent for Curriculum and Instruction, a successful principal, the Director of Multi-Cultural Education, the Director of Exceptional Student Education, Toby King Florida Inclusion Network, and the principal of the school. Oversight will be provided by the governance team to assist the principals in making decisions regarding curriculum, instruction, personnel and the budgets affecting the school.

**Reorganizing the school (smaller autonomous learning communities, combining with a higher-performing school, expanding or narrowing the grades served).**

If the district is planning changes in this area, please describe the planned actions. Otherwise, check here \_\_\_\_\_

A reorganization targeting the increasing number of English Language Learners (ELL's) population, (Non-English Speaking-NES) and (Limited English Speaking-LES), students will be serviced thru the implementation of a One-Way Dual Language program (a school within a school). The purpose of the One-Way Dual Language program is to provide research-based instruction for English Language Learners that are native Spanish speakers. These students have been tested and qualify for ESOL services, 69% of the schools ELL population are native Spanish speakers.

The primary emphasis will be to develop and maintain verbal proficiency and grade level literacy in student's native language as they acquire second language proficiency (English). *The Multicultural department has collaborated with the school by providing a full description of the program and research supporting the design.* The program's philosophy is supported by research findings, which state that early exposure to the learning of language skills and vocabulary in two different languages facilitates the language

acquisition process, especially when exposed to a well defined model. The proposed One-Way K-5 model will use two languages as the media of instruction. Students will develop proficiency in their second language, while maintaining and enhancing their first language. Students participating in the program will demonstrate academic performance at or above grade level standards as determined by standard assessment tools in both languages.

The One-Way program will be composed of two teachers by grade level, one Spanish teacher and one English teacher. The teaching staff will be provided with in-services and strategies that will enhance their professional growth and improve ELL student achievement. The model consists of 60% of the instructional day devoted to content-based instruction in English and 40% to content-based in Spanish. For the past three years a Two-Way Dual Language program in grades kindergarten through second grade has been offered. In the Two-Way program 50% of the students need to be native English speakers and 50% are native Spanish speakers. A limited number of ELL students currently participate in the program due to the Two-Way model. The One-Way program we will be servicing a larger number of the ELL population in grades K-5. As children from the One-Way program become proficient in the English language and grade level content, they can transition into a standard classroom.

Implement All required elements of Assistance Plus (insert link to state board plan and part 1 of current template)  
If the district is planning changes in this area, please complete the template. Otherwise, check here

## **Section II: Rationale, Communication, and Monitoring REQUIRED FOR ALL SCHOOLS**

**Describe the process by which parents, the community, and teachers will be (a) notified that the school is in restructuring status; (b) provided the opportunity to comment prior to any action being taken; and invited to participate in the development of the restructuring plan described above. [ESEA§1116(b)(8)(C)]**

All parents were sent a notification letter.

All parents were invited to a Planning for Restructure meeting for a presentation on Planning for Restructure and the Tier sanctions. An input form was sent with the invitation for input if the parents could not attend the scheduled meeting dates.

Staff meetings were held at each school to notify the staff of the Planning for Restructure sanction, the Tiers were presented, and an opportunity for Q & A. Inputs forms were distributed and collected.

SAC were presented the Planning for Restructure sanction, the Tiers were presented, and an opportunity for Q & A. Inputs forms were distributed and collected.

All constituents were given the opportunity to give us input. The input choices were collated and the summaries were given to the District Restructure Committee.

**Based on the school's history and prior support and interventions by the District, describe why this plan is likely to result in higher student performance. Please include why prior actions have not succeeded.**

Higher student performance is likely because the new one-way Dual-language Program will target Spanish speakers only who have been identified as the ELL subgroup LY. This year, BCE initiated two programs to improve the reading skills of ESOL students. The two programs are Read Well (Sopris West) and Tune in to Reading. Both of these interventions are in the beginning stages. Next year, all LY students in grades K-2 will receive tutoring daily through the Read Well program, and all LY students in grades 3-5 will receive reading services daily through the Tune In to Reading software program. Both programs are approved by Reading First and endorsed by the state of Florida. These programs coupled with the re-organization of our Dual Language Program which will address the needs of struggling ELL students in K-5 will result in significant gains for our ELL learners.

Success was not achieved in the past because for three years we offered a Two-way Dual-language program in grades kindergarten through second grade. Without specific, proven intervention programs, the ESOL students have not made significant gains. It was contingent upon on a volunteer enrollment process which included English and Spanish dominant students. After closely analyzing test data and academic progress of these students enrolled, it was evident that we were not adequately addressing the academic needs of the majority LY population. Too few students with NES and LES status were enrolled in this program to impact progress and result in higher student performance.

Describe how the District will measure progress throughout the year to assist in instructional planning, prior to the administration of the FCAT in Spring 2009.

The district will monitor the growth of the students through formative and summative tests. The following are examples of assessments that may be used but not limited to FCAT TestMaker, G.R.A.D.E., FLCKRS, DIBELS, CELLA (ELL students), McMillan McGraw-Hill Reading pre/post test, Harcourt Math pre/post tests to determine interim growth and overall growth.