FLORIDA DEPARTMENT OF EDUCATION

FINAL School Improvement Plan for Okaloosa Youth Development Center (DJJ)

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Okaloosa Youth Development Center (OYDC)	District Name: Okaloosa County School District
Principal: Billy W. Mikel	Superintendent: Alexis Tibbetts
SAC Chair: Naomi Barnes	Date of School Board Approval:

Student Achievement Data:

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

Administrators

List your school's on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Billy W. Mikel	MA Degree Certifications: School Principal (all levels) Physical Education 6-12 Physical Education K-8	2 Years	19 Years	Lewis Middle School Principal – 2008-09 School Grade - A AYP – Yes Lewis Middle School Principal – 2009-10 School Grade – A AYP – Yes Director of DJJ Schools 2010-12 School Grade – N/A AYP – N/A
Lead Educator	Paula Kozelka	Ed. D Degree National Board Teacher Certification State Certifications: Ed. Leadership (all levels)	10 Months	0 Years	Teacher at Meigs Middle School 2006-2011 Teacher at Fort Walton Beach High School 2001-2006 Teacher at Destin Elementary School 1996 – 2001 Teacher at Ruckel Middle School 1985 - 1996

		Biology 6-12 General Science (5-9) Physical Education 6-12 Physical Education K-8 Health Education Middle Grades Endors. Gifted Endorsement			

Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. ***Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.***

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Reading / Language Arts	Naomi Barnes	Ed.D Degree Cert.: Elementary Ed. (1-6), ESOL, ESE (K-12), Reading Endorsement, Primary Education (K-3), School Principal (all Levels)	16 years	30 years	School Grade/AYP not applicable No individual data has been kept on individual teacher performance to date
Math	Remon Mawad	BS Degree Cert.: Math (6-12), Chemistry (6-12)	First year	9 years	School Grade/AYP not applicable No individual data has been kept on individual teacher performance to date
Social Studies	Larry Shipman	Ed.Sp. Degree Cert.: Social Science (5-9), Social Science (6-12), ESE (K-12), Educational Leadership (all Levels)	13 years	17 years	School Grade/AYP not applicable No individual data has been kept on individual teacher performance to date
Science	Cody James	BS Degree & BA Degree Cert.: Earth & Space Science (6-12),	12 years	13 years	School Grade/AYP not applicable No individual data has been kept on individual teacher performance to date

		Elementary Ed. (K – 6), General Science (5-9), ESE (K-12)			
Vocational	James Riley	District Vocational Certification: Trowel Trades, Horticulture, Building Construction	13 years	13 years	School Grade/AYP not applicable No individual data has been kept on individual teacher performance to date
Vocational	James Brown	District Vocational Certification: Welding, Elecctronics, Carpentry	14 years	14 years	School Grade/AYP not applicable No individual data has been kept on individual teacher performance to date

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Careful screening and interviewing process will insure that the candidates meet highly qualified standards of excellence.	Billy Mikel/District Human Resource Personnel	On going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	This teacher lacks ESE certification. He is new to our system. He will be taking the certification test shortly.

2012-2013 School Improvement Plan Juvenile Justice Education Programs
Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
6	17%(1)	0	67%(4)	33%(2)	33%(2)	100%(6)	17%(1)	0	17%(1)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Carlos Bolanos	Remon Mawad	Mr. Bolanos is an excellent teacher. He uses technology in the classroom a lot and I think Mr. Mawad will too with Mr. Bolanos' guidance.	Meet periodically to discuss lesson plans and strategies. Release time for Mr. Bolanos so that he can observe lessons and provide feedback.

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Grades 6-12 Only- Sec. 1003.413 (2)(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Integrating the use of researched-based reading strategies across the curriculum is a key component and goal within each subject area in the school this year. Currently 62% of the teachers hold Reading Endorsement or Content Area Reading (CAR-PD) certification. Reading workshops are planned where specialists and the school's language arts teachers will lead content area teachers in activities to help students improve their comprehension and fluency when reading informational text. Administrators will look for the use of reading strategies when reviewing the lesson plans of teachers in every subject area.

High Schools Only

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Within the curriculum of the vocational classes students learn the practical application of mathematics, science, and language arts principles. Vocational classes reinforce and practice these skills in a relevant manner so that students see that these subject areas are important in real life. In the core classes teachers infuse current event topics through use of the local newspaper and course specific magazines. This makes their subject areas meaningful to students

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful to their future?

When a student enters the school a review of their transcripts is made. The student is also assessed to determine their academic abilities. They are interviewed by educational personnel concerning their life and education goals. With the information obtained through these various sources placement of the student is made and it is monitored and adjusted as needed. Students who have the academic ability are placed in college prep courses (algebra 2, trigonometry, environment science, etc.). Those students with ESE difficulties are provided individualized help through tutoring and computer programs that help strengthen their weaknesses. All students are provided curriculum in their coursework that is consistent with the Next Generation Sunshine State Standards and the Common Core State Standards. Furthermore, they are assessed using the same evaluation instruments used in regular Okaloosa County Schools and across the State of Florida (FCAT, EOC's, PERT, DEA, FAIR). The academic and career planning that is provided to our students makes learning personally meaningful for their future.

2012-2013 School Improvement Plan Juvenile Justice Education Programs
Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Our DJJ school provides work force training and academics. Students are given the opportunity to learn a vocational trade and/or to further their academic abilities for postsecondary work. The Next Generation Sunshine State Standards with the incorporation of Common Core State Standards form the foundation for academic instruction at our schools. Juniors who qualify are given the State's PERT to determine college readiness. On the other hand, some students may choose to pursue a trade, in which case, courses in employability and a trade can be pursued. If a student is in the program long enough they can earn a trade certification. Masonry, horticulture and IT are offered at OYDC.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? ▪ What percentage of students made learning gains? ▪ What was the percent increase or decrease of students making learning gains? ▪ What are the anticipated barriers to increasing the percentage of students making learning gains? ▪ What strategies will be implemented to increase and maintain proficiency for these students? ▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

READING GOALS			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in reading. The mean developmental scale score from the FCAT Reading test was 201(34). Eighty-five percent of the students scored on a Level 1. Reading Goal #1:			1.1. Lack of motivation	1.1. Teachers will integrate direct positive reinforcement for accomplishing short term goals. Lessons that are relevant & rigorous will be created. Teachers in all subject areas will use "hook questions" to start a lesson to engage students in learning. Instructional strategies and activities will be varied often. Technology based projects will be incorporated into lessons. Teachers will participate in a	1.1. Billy Mikel Paula Kozelka	1.1. Review of teacher lesson plans Administrator walk through's Teacher evaluation	1.1. WIN Learning Test Read 180 reports DEA reports FCAT Learning Gains
At least 50% percent of OYDC's students will score at a Level 2 or higher.	2012 Current Level of Performance:* Eighty-five percent of OYDC students scored at a Level 1.	2013 Expected Level of Performance:* Fifty percent of OYDC's students will score at a Level 2 or higher.					

				book study using "Teaching with Poverty in Mind" by Eric Jensen			
			1.2. Limited prior knowledge	1.2 Internet resources will be used to access relevant pictures &/or video clips. Use Highly Effective Questioning (HEQ) techniques throughout text. Use Read 180 program. Devote class time for independent reading in all subject areas. Use the newspaper and/or student magazines (e.g.; Current Science, New York Times Upfront, Jr. Scholastic, etc.) as an instructional aid across the curriculum.	1.2. Billy Mikel Paula Kozelka	1.2. Review of teacher lesson plans Administrator walk through's Teacher evaluation	1.2. Teacher generated tests & quizzes Read 180 reports DEA reports FCAT Learning Gains
			1.3. Limited vocabulary and word recognition	1.3. Strategies for vocabulary development will be used across the curriculum: CRISS Frayer Model Word Walls Vocabulary Map Context Cues Use research based reading strategies to help students learn to read informational text (close reading, CIS process, CRISS)	1.3. Billy Mikel Paula Kozelka	1.3. Review of teacher lesson plans Administrator walk through's Teacher evaluation	1.3. Teacher generated tests & quizzes Read 180 reports DEA reports FCAT Learning Gains

			Teachers from all subject areas will become familiar with their students' Lexile score and DEA reading assessment data. This information will be used to guide instruction. Use SRI Student Action Report to guide individual reading needs. Increase student dialogue in the classroom in all subject areas. High performing Level 2 students will be placed in content area classrooms with a CAR-PD certified instructor.			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** No available data	Mean developmental scale score = 201 (34)					

Reading Goal #2: Students at OYDC will achieve a mean developmental scale score of 228 or higher on the FCAT Reading Assessment.						

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collegial Collaboration in Like-Curriculum Groups to Discuss Instructional Strategies	All	Paula Kozelka	Schoolwide	August & September 2012	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka
Mining Test Data for Instructional Planning	All	Stacey Leeth	Schoolwide	August 2012	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka
Ivan Hannel's Highly Effective Questioning	All	District Literacy Coach	Schoolwide	September & October 2012	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka
Text Complexity & Close Reads	All	Kevin Smith	Schoolwide	November 2012	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka

"Teaching with Poverty in Mind" book study	All	Paula Kozelka	Schoolwide	October – December 2012	Webinar discussions	Billy Mikel Paula Kozelka
Text Dependent Questioning Achievethecore.org	All	District Literacy Coach	Schoolwide	January 2013	Inclusion in lesson plans and monitored in administrative walk-throughs	Billy Mikel Paula Kozelka

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Time for independent reading in class	Books	Discretionary	$200
Include outside reading sources	Local newspaper, Jr. Scholastic magazine, Scholastic Scope magazine, New York Times Upfront	Discretionary	$200
			Subtotal: $500
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Knowledge of student background	Book for teachers: "Teaching with Poverty in Mind" Eric Jensen	School Improvement Funds	$60
Integrate CCSS	Workshop facilitator(s)	School Improvement Funds	$300
			Subtotal: $360
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student use of technology	Read 180	Discretionary	$500
Student engagement in lesson	Mimios	Discretionary	$0
			Total: $2020

Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
▪ Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012. ▪ What percentage of students made learning gains? ▪ What was the percent increase or decrease of students making learning gains? ▪ What are the anticipated barriers to increasing the percentage of students making learning gains? ▪ What strategies will be implemented to increase and maintain proficiency for these students? ▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

* When using percentages, include the number of students the percentage represents (e.g. 70% (35)).

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Percentage of students making learning gains in mathematics. The mean developmental scale score from the FCAT Math Assessment was 206 (n=9). All but one student scored at a Level 1 (8). Very little learning gains data was available. Mathematics Goal #1:			1.1. Lack of Fundamental Mathematics Skills	1.1. Mini lessons will be incorporated into each lesson with a follow-up check for understanding. DEA testing data will be used to direct instruction. Multiplication, division, adding, & subtracting skills will be practiced regularly. Visual aids will be used in instruction. The Adaptive Curriculum computer program will be used by all math teachers in a large group instructional setting and with individual students. Reinforce math principles	1.1. Billy Mikel Paula Kozelka	1.1. Review of lesson plans Walk through's Teacher evaluation	1.1. FCAT Math Assessment DEA formative assessment Teacher-made quizzes and tests WIN Learning Assessment
Fifty percent of OYDC students will score at a Level 2 or higher on FCAT Math.	2012 Current Level of Performance:* The mean developmental scale score was 206.	2013 Expected Level of Performance:* Fifty percent of OYDC students will score at a Level 2 or higher on FCAT Math.					

				using Ready to Work, FASTT Math, A+ Math , GED prep computer programs.			
			1.2. Reading & Vocabulary Skills are Low	1.2. Use vocabulary building strategies in math instruction (Fray Model, CRISS strategies, prefix/suffix recognition) Math teachers will learn to conduct a morphemic analysis of math vocabulary and incorporate that into instruction. Students will write to explain multi-step math operations. Encourage students to verbally explain how a problem is solved. Increase problem solving discourse in class.	1.2 Billy Mikel Paula Kozelka	1.2. Review of lesson plans Walk through's Teacher evaluation	1.2 FCAT Math Assessment DEA formative assessment Teacher-made quizzes and tests WIN Learning Assessment
			1.3. Lack of Motivation	1.3. Direct positive reinforcement for short term goals will be integrated. Math problems that are relevant & rigorous will be presented. Instructional strategies and activities will be varied often. Mimios will be used as a visual aid.	1.3 Billy Mikel Paula Kozelka	1.3. Review of lesson plans Walk through's Teacher evaluation	1.3 FCAT Math Assessment DEA formative assessment Teacher-made quizzes and tests WIN Learning Assessment

			The Adaptive Curriculum computer program will be used as an interactive tool of engagement. Teachers will participate in a book study using "Teaching with Poverty in Mind" by Eric Jensen			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** No available data	**Mean developmental scale score = 206 (9)**					
Mathematics Goal #2: Students at OYDC who take the FCAT Math Assessment will achieve a mean developmental scale score of 229 or higher.							

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra. No students took the Algebra EOC.			1.1. Seventy percent of the students at OYDC are ESE. Their disabilities vary but whether they are ESE or not, they come into the program significantly behind their peers or cohort group. They lack the fundamental skills to be successful in a regular algebra course. About 25% of the students are on Special Diploma status.	1.1. Students will be taught on an individualized basis. Mini lessons will be incorporated into each lesson with a follow-up check for understanding. DEA testing data will be used to direct instruction. Multiplication, division, adding, & subtracting skills will be practiced regularly. Visual aids will be used in instruction.	1.1.	1.1.	1.1.
Algebra Goal #1: At least 25% of the students at OYDC who take the Algebra EOC exam will pass.	2012 Current Level of Performance:* No students took the Algebra EOC.	2013 Expected Level of Performance:* At least 25% of the students at OYDC who take the Algebra EOC exam will pass.					
			1.3. Lack of Motivation	1.3. Direct positive reinforcement for short term goals will be integrated. Math problems that are relevant & rigorous will be presented. Instructional strategies and	1.3 Billy Mikel Paula Kozelka	1.3. Review of lesson plans Walk through's Teacher evaluation	1.3 FCAT Math Assessment DEA formative assessment Teacher-made quizzes and tests WIN Learning Assessment

			activities will be varied often. Teachers will participate in a book study using "Teaching with Poverty in Mind" by Eric Jensen			
		1.3.	1.3.	1.3.	1.3.	1.3.

End of Algebra EOC Goals

Geometry End-of-Course Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry. No students at OYDC took the Geometry EOC.			1.1. Students lack the fundamental skills to be successful in this course.	1.1. Students will be taught on an individualized basis. Mini lessons will be incorporated into each lesson with a follow-up check for understanding. DEA testing data will be used to direct instruction. Multiplication, division, adding, & subtracting skills will be practiced regularly. Visual aids will be used in instruction.	1.1 Billy Mikel Paula Kozelka.	1.1. Teacher made tests Walk through's Teacher evaluation	1.1. Geometry End of Course Exam
Geometry Goal #1: The students who take geometry will pass the Geometry EOC exam.	2012 Current Level of Performance:* No performance data is available	2013 Expected Level of Performance:* The students who take geometry will pass the Geometry EOC exam.					
			1.2. Students lack the motivation to be successful in geometry.	1.3. Direct positive reinforcement for short term goals will be integrated. Math problems that are relevant & rigorous will be presented.	1.3 Billy Mikel Paula Kozelka	1.3. Review of lesson plans Walk through's Teacher evaluation	1.3 FCAT Math Assessment DEA formative assessment Teacher-made quizzes and tests WIN Learning Assessment

			Instructional strategies and activities will be varied often. Teachers will participate in a book study using "Teaching with Poverty in Mind" by Eric Jensen			

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Common Core State Standards	All	District personnel	Math teachers	Throughout the year	Monitor lesson plans Walk throughs	Billy Mikel Paula Kozelka
Math Teacher Collegial Collaboration on Curriculum	All	District personnel	Math teachers	Throughout the year	Monitor lesson plans Walk throughs	Billy Mikel Paula Kozelka
Book Study: "Teaching with Poverty in Mind"	All	Paula Kozelka	All teachers	October - December	Monitor lesson plans Walk throughs	Billy Mikel Paula Kozelka
Mathematics PD offered through the District	All	District personnel	All teachers	Throughout the year	Monitor lesson plans Walk throughs	Billy Mikel Paula Kozelka

End of Geometry EOC Goals

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Up-to-date instructional materials	New textbooks	Discretionary	$2000
			Subtotal: $2000
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student engagement	Adaptive Curriculum Computer Program: Interactive computer program	Discretionary	$500
Student engagement	Mimios: Interactive technology / visual aid	Discretionary	$0
			Subtotal: $500
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Knowledge of students	Books for teachers: "Teaching with Poverty in Mind"	School Improvement Funds	$20
Knowledge of subject area and curriculum standards	Substitute teachers: Integrating Common Core State Standards	Discretionary	$300
			Subtotal: $320
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: $2820

End of Mathematics Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<table>
<tr><th colspan="3">Biology EOC Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Students scoring at Achievement Level 3 in Biology. On a scale score of 20-80 OYDC students scored a mean scale score of 34.</td><td>1.1.
Poor reading skills</td><td>1.1.
Teaching students to read informational text and providing strategies to reinforce that instruction will be a priority in class.

Teach students to visualize when they read.

Use research based reading strategies to help students learn to read informational text (close reading, CIS process, CRISS)

Use pre-reading strategies to introduce text.

Use focus reads strategies when reading text.

Teacher will ask questions to create class discussion relevant to the topic.

Use DEA and Lexile data to address individual learning needs.</td><td>1.3.
Billy Mikel

Paula Kozelka</td><td>1.3.
Review of teacher lesson plans

Administrator walk through's

Teacher evaluation</td><td>1.3.
Teacher generated tests & quizzes

Read 180 reports

DEA reports

FCAT Learning Gains</td></tr>
<tr><td rowspan="2">Biology Goal #1:

Students will score above a scale score of 50.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td colspan="4" rowspan="2"></td></tr>
<tr><td>Mean scale score = 34.</td><td>Students will score above a scale score of 50.</td></tr>
<tr><td colspan="3" rowspan="2"></td><td>1.2.
Poor test taking skills</td><td>1.2.
Teach students strategies for taking tests.

Provide positive reinforcement when students are successful on exams.</td><td>1.2
Classroom teachers
Billy Mikel
Paula Kozelka</td><td>1.2
Review of lesson plans
Administrative walk throughs
Teacher evaluation</td><td>1.2.
Biology EOC Exam</td></tr>
<tr><td>1.3.</td><td>1.3.</td><td>1.3</td><td>1.3</td><td>1.3</td></tr>
</table>

		Prior knowledge is Limited.	Internet resources will be used to access relevant pictures &/or video clips. Devote class time to independent reading of science literature (novels/stories). Use the newspaper and/or student magazines (e.g.; Current Science, New York Times Upfront, Science World, etc.) as an instructional aid across the curriculum. Teachers will encourage student dialogue about the subject in class.	Classroom teachers Billy Mikel Paula Kozelka	Review of lesson plans Administrative walk throughs Teacher evaluation	Biology EOC Exam DEA Assessments Teacher-made tests

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Common Core State Standards into the Curriculum	All	District personnel	All	Throughout the year	Lesson plan review Walk throughs	Billy Mikel Paula Kozelka
Collegial collaboration to plan strategies for integrating CCSS	All	District personnel	All	Throughout the year	Lesson plan review Walk throughs	Billy Mikel Paula Kozelka
Subject specific staff development offered through the District	All science	District personnel	Science teachers	Throughout the year	Lesson plan review Walk throughs	Billy Mikel Paula Kozelka

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Up-to-date instructional materials	New textbooks	Discretionary	$2,000
Outside reading sources	Current Science magazine, Science World Magazine, local newspaper	Discretionary	$100
			Subtotal:$2100
Technology			
Strategy	Description of Resources	Funding Source	Amount
Student engagement	Adaptive Curriculum Computer Program: Interactive computer program	Discretionary	$500
Student engagement	Mimios: Interactive technology / visual aid	Discretionary	$0
			Subtotal: $500
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Knowledge of students	Books for teachers: "Teaching with Poverty in Mind"	School Improvement Funds	$20
Knowledge of subject area and curriculum standards	Substitute teachers: Integrating Common Core State Standards PD	Discretionary	$300
			Subtotal: $320

	Total : $2920

End of Science Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Education Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
• What career type does the program offer? • How does the program provide career exploration for all students? • What hands-on technical training does the program provide (type 3 programs)? ▪ For type 3 programs what industry certifications are offered? ▪ How many students earned industry certifications? ▪ Is the program a Career and Professional Education (CAPE) Academy?

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

CAREER EDUCATION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal			1.1. Length of time spent in the program is too short to receive certification, restrictions from program on who can receive hands-on training, lack of information for resume	1.1. Students will be trained in a hands-on trade which can be pursued further when they are released from the program. Students will complete mock job applications. Students will begin to develop resumes. Students will learn safe behaviors needed around the job site.	1.1. Billy Mikel Paula Kozelka	1.1. Completed resumes Mock job applications	1.1. WIN Learning Test
All high school students will have the opportunity to participate in a hands-on vocational skill.	2012 Current Level :* All of the high school students participate in masonry, horticulture, or an IT computer course.	2013 Expected Level :* All high school students will have the opportunity to participate in a hands-on vocational skill.					
			1.2. Reading skills are weak.	1.2. When text is presented teachers will use reading strategies to help students comprehend the material. Students will use the Ready to Work computer program.	1.2.	1.2.	1.2.

Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Common Core State Standards into the Curriculum	All	District personnel	All	Throughout the year	Lesson plan review Walk throughs	Billy Mikel Paula Kozelka
Collegial collaboration to plan strategies for integrating CCSS	All	District personnel	All	Throughout the year	Lesson plan review Walk throughs	Billy Mikel Paula Kozelka
"Teaching with Poverty in Mind" book study	All	Paula Kozelka	Schoolwide	October – December 2012	Webinar discussions	Billy Mikel Paula Kozelka

Career Education Goal(s) Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students participate in hands-on vocational skills	Work supplies (shovels, boards, nails, etc.)	Discretionary	$700
Reconstruct Greenhouse	Piping, lumber, electrical components, etc.	Discretionary	$3,670
			Subtotal: $4370
			Grand Total: $4370

End of Career Education Goal(s)

Transition Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
• How does the program deal with transition planning (entry and exit transition)? • How many students successfully transition (e.g., return to school, find employment)?

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

TRANSITION GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal			1.1. Initial placement decisions are hampered by a delay in receiving transcripts from previous schools.	1.1 Education personnel will make repeated calls and requests for student transcripts.	1.1. Billy Mikel	1.1. Observation	1.1. Title 1 documentation / reports
A thorough examination of the educational background of all students entering the school will be preformed, and from that, placement decisions will be made so that the student will experience success in the program. In addition, when a student is released from the program he (along with his parents) will participate in a conference to discuss his educational options.	2012 Current Level :* We receive about 75% of the entering students' records in a timely manner.	2013 Expected Level :* We will receive 100% of the entering students' records in a timely manner.					
			1.2. Students sabotage the entrance test and make it difficult to get valid testing data.	1.2. Give the test after a time period when they have had time to adjust to their new surroundings. Give them a second opportunity to take the test.	1.2. Billy Mikel	1.2. Observation	1.2. Title 1 documentation / reports
			1.3. Education personnel lose track of the students after they leave the program.	1.3. The transition coordinator and probation officer of the students will meet and collaborate through the DJJ Transition Team in order to track the progress of students after they leave the program.	1.3. Billy Mikel	1.3. Observation	1.3. Title 1 documentation / reports

Transition Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
National Dropout Prevention Network Conference		National Dropout Prevention Center and FLDOE	Lead Educator & Transition Coordinator	October 14 -17, 2012	Implementation of objectives	Billy Mikel

Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Effective Dropout Prevention Program	Attendance at the National Dropout Prevention Conference	Discretionary	$400
			Subtotal: $400
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: $400

End of Transition Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $2020
Mathematics Budget
Total: $2820
Science Budget
Total: $2920
Civics Budget
Total:
U.S. History Budget
Total:
Career Budget
Total: $4370
Transition Budget
Total: $400
Attendance Budget
Total:
Grand Total: $12,530

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

X Yes ☐ No

If No, describe measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount
Our school does not receive SAC funds.	

Describe the activities of the School Advisory Council for the upcoming year.
The SAC will meet during the year to discuss educational and academic concerns at the school.

SAC Chairman Date

SUPPLEMENTAL PAGE
2012- 2013

Accreditation Standards
1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communication and Relationships
7. Commitment to Continuous Improvement

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- Math and science principles are applied to real world problems in vocational courses at the DJJ schools of Okaloosa County.
- Teachers at the Okaloosa County DJJ schools integrate ethical issues and social consciousness into regular core course lessons.

GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

- Students at the DJJ schools in Okaloosa County are held to the same academic standards as those students in the regular schools.
- DEA is used as a formative assessment to monitor achievement of the NGSSS.

GOAL 3: OCSD will ensure conditions are in place which optimize learning for all students.

- Teachers at the DJJ Schools in Okaloosa County are certified in the subject area they teach. They also have state certification in ESE.

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

- When a student is released from a DJJ program and returns to the Okaloosa County School District the student's probation officer and the District's Transition Coordinator collaborate to discuss with his/her parents the options available for the continued education of that student.
- Family Days are planned as bi-yearly events at the DJJ schools to provide parents the opportunity to visit the schools and talk with teachers.