

Jackson County School Board

The Dove (Developing Opportunities Thru Voc. Ed.)



2020-21 Schoolwide Improvement Plan

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The Dove (Developing Opportunities Thru Voc. Ed.)

5229 EZELL RD, Graceville, FL 32440

[no web address on file]

Demographics

Principal: Charles Chervanik

Start Date for this Principal: 2/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-Adult
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Jackson County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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The Dove (Developing Opportunities Thru Voc. Ed.)

5229 EZELL RD, Graceville, FL 32440

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-Adult	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Jackson County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Dove Vocational Academy we will take students at their individual levels of achievement and bring them to their maximum potential through academic and vocational instruction. Students will be given an opportunity to academically achieve by providing adequate and effective support to all students, by implementing the principles of research-based effective instruction, strategic use of appropriate technologies, flexible learning environments, and engaging individualized learning pathways. In a safe and supportive environment, students will grow as individuals and have the ability to customize/monitor their' individual academic plan that allows them to explore and access any of the post-secondary options for career development.

Provide the school's vision statement.

At Dove Vocational Academy we will empower our students by making them a part of their professional progress monitoring plan, promoting a learning community where collaboration, teamwork, and a growth mindset are fostered. The youth will TRUST in themselves and their ability to learn in academics and vocational courses. Youth will achieve and succeed in an effort to be productive citizens personally and professionally by Developing Opportunities through Vocational Education.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Miller, Nicole	Principal	<p>The Educational Director will be responsible for all aspects of the day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Administrator will hire, oversee, and evaluate faculty and staff. The Administrator will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The administrator will report to the board on the school's operations and finances and is expected to communicate with the board in order for the school's operational needs to be met. The Principal: Defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community. Provides a common vision for the use of data-based decision making. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of the school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development</p>
Mitchell, Kecia	Registrar	<p>To provide technical information and research support and subsequently applications development services relating to systems development processes. Provide leadership to personnel and functions supporting these processes. To maintain essential records fundamental to the management of the school setting. 1. Facilitate and maintain the development, implementation and maintenance of student, staff and finance databases which meet local, state and federal requirements. 2. Oversee computer operations including communications, security, printer functions, work status and other peripherals. 3. Assist other MIS personnel in providing services to the District. 4. Provide for technical assistance for hardware and software purchases. 5. Evaluate information technology processes for effective production analysis and delivery of management information. 6. Produce data files for submission to 3rd party vendors used by the district. 7. Produce data files for submission to testing companies used by the district. 8. Load test results from testing companies to the district SIS. 9. Maintain F.A.S.T.E.R. and Bright Futures transmissions within the district. 10. Perform other incidental tasks consistent with the goals and objectives of this position. (1) Maintain all registration records. (2) Maintain all incoming/outgoing student records. (3) Provide student membership data input and monitor accuracy of data. (4) Type memoranda and letters as requested. (5) Request student records. (6) Maintain health records. (7) Maintain automated attendance records. (8) Operate computer terminal. (9) Process FTE data and reports. (10) Schedule work according to priority. (11) Proof-read documents and reports for accuracy and clarity. (12) Assist with master schedule and student schedules as needed. (13) Input grade entry. (14) Compile routine reports and documents as directed. (15) Use effective, positive interpersonal communication skills. (16) Perform other incidental tasks consistent with the goals and objectives of this position. (17) Other duties assigned by the immediate administrator or supervisor</p>
Reed, Sigrid	Teacher, Career/ Technical	<p>To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological</p>

Name	Title	Job Duties and Responsibilities
		<p>growth and maturation in accordance with District philosophy, goals, and objectives. SUPERVISES: N/A PERFORMANCE RESPONSIBILITIES (1) Establish long and short range plans based on student needs and District and state curriculum requirements. (2) Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs. (3) Plan and prepare work for students which is clear, compelling, and engaging. (4) Plan and prepare lessons and instructional delivery systems which include clear links to the school improvement plan and the District mission. (5) Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences. (6) Assist in preparing for changing curriculum needs and continuous improvement. (7) Maintain a positive, organized, and safe learning environment. (8) Manage time effectively. (9) Manage materials and equipment effectively. (10) Instruct and supervise the work of volunteers and aides when assigned. (11) Establish and maintain effective and efficient record keeping procedures. (12) Use appropriate student behavior management techniques. (13) Assist in enforcement of school rules, administrative regulations, and Board policy. (14) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners. (15) Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation. (16) Demonstrate knowledge and understanding of curriculum content. (17) Apply principles of learning and effective teaching in instructional delivery. (18) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs. (19) Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students. (20) Use appropriate materials, technology, and resources to help meet learning needs of all students. (21) Provide appropriate instruction and modifications for students with special needs. (22) Provide quality work for students, focused on meaningful, relevant, and engaging learning experiences. (23) Provide a positive environment in which students are encouraged to be actively engaged in the learning process. (24) Provide instruction on safety procedures and proper handling of materials and equipment. (25) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions. (26) Communicate effectively, orally and in writing, with other professionals, students, parents, and community. (27) Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting students needs. (28) Assist others in acquiring knowledge and understanding of particular area of responsibility. (29) Engage in continuing improvement of professional knowledge and skills. (30) Adhere to ethical standards of the education profession. (31) Carry out professional responsibilities. (32) Perform other incidental tasks consistent with the goals and objectives of this position. (33) Other duties as assigned by immediate supervisor or principal.</p>

Demographic Information

Principal start date

Saturday 2/1/2020, Charles Chervanik

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

3

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-Adult
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/29/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
Number of students enrolled															
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	56%	0%	52%	53%
ELA Learning Gains	0%	49%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	48%	41%
Math Achievement	0%	43%	51%	0%	47%	49%
Math Learning Gains	0%	39%	48%	0%	43%	44%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Lowest 25th Percentile	0%	33%	45%	0%	25%	39%
Science Achievement	0%	66%	68%	0%	61%	65%
Social Studies Achievement	0%	69%	73%	0%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

GED Math showed the lowest performance of 19% of students not passing, compared to 14% in the prior year. The contributing factor for this decline was due to lack of strength by teacher in assigned subject area course. No trends identified.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

GED Math showed the greatest decline of 14% of students not passing, from the prior year. GED Math passing in the area of math went from 86% to 81%. The contributing factor for the decline was due to lack of strength by teacher in assigned subject area course.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Data elements do not have a comparison at this time.

Which data component showed the most improvement? What new actions did your school take in this area?

Data elements do not have a comparison at this time.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

EWS data is not applicable to DJJ facilities

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. DJJ Common Assessment Math
2. DJJ Common Assessment ELA
3. Graduation Rate (GED + Standard Diploma)
4. Industry Certification
5. Grade Advancement

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Common Assessment Math**Area of Focus Description and Rationale:**

The Florida Common Assessment for Mathematics (CA Math) is designed to benchmark student-level learning gains between entry and exit from a DJJ education program. The CA Math is aligned to the Common Core Standards. The items are directly aligned to the core foundational Algebra I for Grades 6-8 and the Grade 9 Common Core Standards covered by the Algebra I EOC Assessment. The online courseware is aligned to the common assessment and common core standards. The CA is used as a dia benchmark student skills with the entry assessment and use the courseware to support student learning and improvement of academic and career readiness skills during placement. The CA is designed to measure student learning gains and academic progress, Based on the Pearson Vue GED Test 6 students out of 32 did not pass the math subtest.

By the end of 21 school year, 50% of students tested will show improvements in DJJ Common assessment scores in area of Math.

Measurable Outcome:

Using common assessment data and progress monitoring data upon entry students will improve scores by 5% upon exit from DOVE. This area is an area of focus because many of our students reading is significantly below grade level. Ultimately this effects student graduation and promotion. Based on the data there is critical need to improve student attainment of Math standards and engagement with grade level resources to increase proficiency

Person responsible for monitoring outcome:

Nicole Miller (nmiller@twinoaksfl.org)

Evidence-based Strategy:

Students will take common assessment and progress monitoring entrance test within 10 days of entry.

Students will be reassessed using informal and formal assessment techniques within the classroom.

Results from these assessments will be used to guide instruction and ensure progress towards proficiency.

The student will be apart of the treatment team working together to create and monitor goals specific to their needs.

Professional development is provided to assist teachers and administrators with research-based reading/language arts instruction to meet the expectations.

Educators will participate in PD "Integrating Standards Aligned Instruction Across Tiers" . This course outlines how educators can link the Florida Standards, Florida's Multi-tiered System of Supports (MTSS), and Universal Design for Learning (UDL), together to help every student experience academic success and full inclusion in the educational process.

Rationale for Evidence-based Strategy:

This evidence based strategy was chosen to address this area of need for our students. By having students actively engaged in the goal creation and progress monitoring process students are provided the opportunity to have accountability in their learning process. This will enable them to focus on learning standards and their own growth.

Educators will participate in PD "Integrating Standards Aligned Instruction Across Tiers" . This course outlines how educators can link the Florida Standards, Florida's Multi-tiered System of Supports (MTSS), and Universal Design for Learning (UDL), together to help every student experience academic success and full inclusion in the educational process.

Action Steps to Implement

The Director of Education and / or Lead Educator will ensure assessments are administered at students entrance.

Data will be shared with content area teacher, student, and treatment team.

The student and educational treatment team will work together to create progress monitoring goals (DJJ PMP plan to be in students file)

Progress towards goals and attainment of standard level mastery monitored by lead every 90 days.

Person Responsible Nicole Miller (nmiller@twinoaksfl.org)

#2. DJJ Components specifically relating to Common Assessment Reading

Area of Focus Description and Rationale:	Using common assessment data and progress monitoring data upon entry students will improve scores by 5% upon exit from DOVE. This area is an area of focus because many of our students reading is significantly below grade level. Ultimately this effects student graduation and promotion. Based on the data there is critical need to improve student attainment of ELA standards and engagement with grade level texts to increase reading proficiency.
Measurable Outcome:	By the end of 21 school year, 50% of students tested will show improvements in DJJ Common assessment scores in area of Reading
Person responsible for monitoring outcome:	Nicole Miller (nmiller@twinoaksfl.org)
Evidence-based Strategy:	<p>Students will take common assessment and progress monitoring entrance test within 10 days of entry.</p> <p>Students will be reassessed using informal and formal assessment techniques within the classroom.</p> <p>Results from these assessments will be used to guide instruction and ensure progress towards proficiency.</p> <p>The student will be apart of the treatment team working together to create and monitor goals specific to their needs.</p> <p>ELA professional development is provided to assist teachers and administrators with research-based reading/language arts instruction to meet the expectations.</p>
Rationale for Evidence-based Strategy:	<p>This evidence based strategy was chosen to address this area of need for our students. By having students actively engaged in the goal creation and progress monitoring process students are provided the opportunity to have accountability in their learning process. This will enable them to focus on learning standards and their own growth.</p> <p>ELA professional development is provided to assist teachers and administrators with research-based reading/language arts instruction to meet the expectations</p>

Action Steps to Implement

The Director of Education and / or Lead Educator will ensure assessments are administered at students entrance.

Data will be shared with content area teacher, student, and treatment team.

The student and educational treatment team will work together to create progress monitoring goals (DJJ PMP plan to be in students file)

Progress towards goals and attainment of standard level mastery monitored by lead every 90 days.

Person Responsible [no one identified]

#3. DJJ Components specifically relating to Graduation

Area of Focus Description and Rationale:	Receiving a high school diploma that is aligned with college and career ready standards helps to ensure more students are on track to graduate and prepared to immediately enter postsecondary education or the work place, helping ensure they are successful adults. Evidence shows that education has a direct correlation with reduced recidivism rates which in turn impacts youth's success once leaving the program.
Measurable Outcome:	Increase graduation rate by 5% of students at the DOVE Academy. This includes having students earning credits towards a standard diploma and the GED test option.
Person responsible for monitoring outcome:	Nicole Miller (nmiller@twinoaksfl.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. In school and supplemental tutoring in areas of needs indicated by formal assessments. 2. Incorporate evidence based teaching strategies and Professional Development for all teachers. 3. Have all teachers participate in PD entitled "Using Data to Increase Graduation Success" 4. Incorporate evidence based strategies for effective teaching for students with disabilities. 5. Engage students in monitoring of progress towards goals and mastery of standards. 4. This course provides instruction for district and school based staff regarding the use of early warning system (EWS) data to increase the likelihood of the on-time graduation of high school students. Information on how to access and utilize data to determine which students require interventions to stay on track is included and effective practices implemented in Florida districts are shared.
Rationale for Evidence-based Strategy:	This course provides instruction for district and school based staff regarding the use of early warning system (EWS) data to increase the likelihood of the on-time graduation of high school students. Information on how to access and utilize data to determine which students require interventions to stay on track is included and effective practices implemented in Florida districts are shared.

Action Steps to Implement

Ensure review of cumulative transcripts and credit analysis by district level guidance counselor or graduation specialist (Per Rule 6A.05281(5)(A))

Ensure enrollment in appropriate courses to include the best diploma achievement option

Ensure development of a high quality education transition plan.

Person Responsible Nicole Miller (nmiller@twinoaksfl.org)

#4. DJJ Components specifically relating to Industry Certifications**Area of Focus Description and Rationale:**

The premise of our career and technical education lies in the development of the Twin Oaks Career Development Model. This model, recognized by the CareerSource Florida and the Juvenile Justice Educational Enhancement Program as an exemplary program, consists of a comprehensive approach to the development of a youth's career awareness, education, and training. The Twin Oaks Career Development Model is a dynamic model that places the youth at the center of a system that has been created to provide the greatest chance of success for at-risk youth. The model relies on the establishment of partnerships with local education agencies, regional workforce boards, vocational/technical centers, service providers, businesses, families, churches, and other support groups unique to the individual community.

Measurable Outcome:

By the end of SY 21 DOVE will increase attainment of industry certification by 5%.

Person responsible for monitoring outcome:

Sigrid Reed (sreed@twinoaksfl.org)

Evidence-based Strategy:

1. Incorporate differentiated instructional techniques into CTE programs
2. Support facilitation for required students
3. Collaboration with ESE teacher to plan, implement, and monitor instructional alternatives and positive interventions designed to ensure student success.
4. Adaptation and systematic progress monitoring to assess the effectiveness of specially designed instruction
5. Addition of more project based learning to engage youth in programming.

Rationale for Evidence-based Strategy:

Project-based learning is an alternative to textbook-driven instruction that has been shown to yield a number of benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. Studies comparing learning outcomes for students taught via PBL versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning. (Strobel, J. & Van Barneveld, A., 2009)

Action Steps to Implement

1. Professional Development for CTE teachers
2. Oversight / guidance for all teachers regarding best instructional practices for diverse learners
3. Enhanced engagement of student in progress monitoring and educational goal attainment.

Person Responsible

Nicole Miller (nmiller@twinoaksfl.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Using data from the DJJ Survey (2019- 2020) Our SAC team has determined that additional areas of need we intend to focus on are:

Increase credits in Credit Retrieval programs.

Increase rate of students receiving standard diplomas (18 or 24 credit track)

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parents of students with IEP's are contacted and met with. The treatment team (case manages, mental health counselors, program directors, recreational therapist, transitional specialist, Boys & Girls club director, and educational director). Teachers call and make contact with parents Progress reports and report cards are sent home. Parent surveys are offered at visitation for them to voice how they feel about the school and comments to improving.

Dove engages and sustains partnerships with the local community by keeping the community informed through the usage of the Twin Oaks/ DJJ newsletter and website,

Dove Vocational Academy administration and faculty participate actively in community activities that are appropriate for community relations and to enhance communication with families, business partners, and all stakeholders. For example, Dove faculty, support staff, and administration participated in the quarterly "Family Day," Dove students participated in clean up efforts after Hurricane Michael.

The following are Dove Vocational Academy Business partners: United Methodist Church Jackson County Board of Commissioners, Graceville Public Library, My Father's Closet, Graceville High School. Graceville Elementary School, Baptist College of Florida

The School Advisory Council (SAC) is held once a month in order to allow parents, teachers, business partners, students, and other stakeholders to support, advise and give feedback towards academic and extra curricular activities at Dove. The Staff/Parent and Teacher Organization (S/PTO) meets once a month in order to allow parents, teachers, and stakeholders opportunities to support the school's efforts towards our mission and vision through fundraising and volunteer efforts, as well as communicate and give feedback regarding all school-related issues.

Both the SAC and /SPTO are increasing in numbers and outreach over prior school years. Dove administration communicates and builds relationships with local law enforcement and first responders, including Jackson County Sheriff's Department and Jackson County Fire Department. Safety and health decisions, such as drill and evacuation routes and other safety plan issues, are adjusted through feedback from those agencies.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: DJJ Components: Common Assessment Math	\$0.00
2	III.A.	Areas of Focus: DJJ Components: Common Assessment Reading	\$0.00
3	III.A.	Areas of Focus: DJJ Components: Graduation	\$0.00
4	III.A.	Areas of Focus: DJJ Components: Industry Certifications	\$0.00
Total:			\$0.00