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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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-Adult
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The DOVE Academy serves females, ages 15 to 18, in a therapeutic community combined with a cognitive behavioral model of treatment. The program provides mental health overlay services (MHOS), substance abuse overlay services (SAOS), and vocational education services. However, youth who are physically aggressive, have serious mental health issues or educational limitations are not considered appropriate for placement.

The anticipated average length of stay depends on the youth's pace of success in completing the individualized treatment plan and goals.

The DOVE Academy is a Type 3 program offering English, Math, Science, Social Studies, and one elective course. The elective course is typically used to provide additional reading assistance to students in need or for vocational training.

Education and vocational services are provided through the Jackson County School District. Vocational opportunities include: Culinary Operations, Landscaping, and Information Technology.

This program serves as an ACT® test site.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position 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.</p> <ol style="list-style-type: none"> 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

Name	Position Title	Job Duties and Responsibilities
Reed, Jennifer	Other	<ol style="list-style-type: none"> 1. Checks and reviews the overall educational program and related activities in compliance with policy and maintenance of standards. 2. Assures that all assessments on all new students are completed within required timelines 3. Prepares special teaching plans, courses, activities, and learning experiences appropriate for the specific students assigned by reviewing previous 4. Assures that all IEP files are updated and reviewed on a monthly basis with documentation on the cumulative services log 5. Supervises Certified Teachers and others engaged in teaching academic and Pre-vocational courses as well as providing educational counseling service. – Teachers will submit all lesson plans in following template 6. Ensures that all requirements for teacher certification are completed 7. Confers with students and teachers in evaluation results of conducted classes. 8. Coordinates activities and classes in conjunction with appropriate school districts. 9. Attends and assists in the preparation of staff meetings, training sessions,

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Twin Oaks Juvenile Development.

Demographic Information

Principal start date

Saturday 2/1/2020, Charles Chervanik

Number of teachers with professional teaching certificates?

Number of teachers with temporary teaching certificates?

Total number of teacher positions allocated to the school.

Total number of students enrolled at the school.

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	1	0	12	7	4	0	24
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	0	0	0	0	0	0	0	1	0	12	7	4	0	24
Course failure in Math	0	0	0	0	0	0	0	1	0	11	7	4	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Number of students with a substantial reading deficiency	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	1	0	11	7	4	0	23

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	5	0	0	13

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	0	0	0	0	2

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	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 Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					56%	56%		55%	56%
ELA Learning Gains					49%	51%		58%	53%
ELA Lowest 25th Percentile					41%	42%		58%	44%
Math Achievement					43%	51%		58%	51%
Math Learning Gains					39%	48%		53%	48%
Math Lowest 25th Percentile					33%	45%		41%	45%
Science Achievement					66%	68%		96%	67%
Social Studies Achievement					69%	73%		73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Last year the Areas of Focus included:

Common Assessment Math

Common Assessment Reading

Components Specifically Relating to Graduation

Components Specifically Relating to Industry Certifications

In order to effectively address these components, as well as other areas of identified need in our academic programming we created a new position within our education leadership structure the "Accountability and Assessment Coordinator" This person worked with the Director of Education to implement strategies to target areas of focus and ensure data fidelity, as well as provide targeted support as needed.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

As there are no ESSA subgroups identified below Federal Index threshold, reflection in this area will focus on the DJJ Accountability ratings as well as the DJJ School compliance tool to guide our practices. We have also taken results from our school BPIE (best practices in education,) the DJJ Climate Survey, and the DJJ annual survey to ensure we are planning for systems improvement in all areas.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

As there are no ESSA subgroups identified below Federal Index threshold, reflection in this area will focus on the We are using the DJJ Accountability ratings as well as the DJJ School compliance tool to guide our practices. That being said, our area of need is in post secondary enrollment and data fidelity.

What trends emerge across grade levels, subgroups and core content areas?

There are no ESSA subgroups identified below Federal Index threshold.

What strategies need to be implemented in order to accelerate learning?

We believe that in order to accelerate learning our teachers would benefit from professional development, professional learning communities, and additional support from leadership in regards to data driven decision making.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our teachers are provided with the same professional development opportunities as their district counterparts. We work closely with PD providers such as our district, PAEC, FDLRS, SEDNET, Project 10, and more as they become available.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This was identified as a critical need from our BPIE, (Best Practices for Inclusive Education) school level assessment. The team determined that while we have time to collaborate and socialize as a team, we felt as though this time can be used more productively and efficiently to best serve our students.

DOVE will host 10 PLC meetings during the 2021-2022 school year, attended by 100 percent of education staff.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Using PLC meetings, team will create at least two unit lessons involving 100 percent of teachers, for project based learning activities.

Using PLC meeting, education staff will come up with a training plan to engage and train 100% of residential care staff in classroom management best practices.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Formalized PLC agendas and sign in sheets will be used to document these meetings.

Person responsible for monitoring outcome:

Jennifer Reed (jennifer.reed@twinoaksfl.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Professional Learning Communities:
Professional learning communities often function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. Professional Learning Communities will be focused on standards based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFours PLC question:

- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will respond when some student do not learn it?
- How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to provide our students the opportunity to engage in standards based instruction and learning opportunities, teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Establish Structure and Expectations for PLCs
- Review and adjust master schedule to ensure common planning times for similar content areas
- Establish structure and expectations of content PLCS

- Leadership will create a protocol for the PLC by 9/20/21
- Leadership will coordinate with Professional Development Providers such as PAEC, FDLRS, SEDNET, FIN to provide meaningful and targeted professional development.

Person Responsible Nicole Miller (nmiller@twinoaksfl.org)

Analyze Student Data

- Implement Student Work Protocol within the PLC process
- Teachers will identify project based learning themes
- Teachers will bring student work to PLC
- Teachers will analyze and sort student work
- Collectives teachers and admin will identify trends, opportunities to adjust instructional practices, identify areas of need, and develop plan for implementation.

Person Responsible Nicole Miller (nmiller@twinoaksfl.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. DJJ Components specifically relating to Common Assessment Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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. Within our DJJ 2021 Accountability outcome ratings which is based on the 2018-19 fiscal school year cohort, it was identified as an area of deficit due to the lack of reported learning gains shown. Our scores were 33% gains in Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 6/30/22, 50% of students tested will show improvements in DJJ Common Assessment Math scores from pre-test.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will verify that each eligible student is tested upon entry and exit. We will incorporate the use of the Adapted Progress Monitoring (APM) test to monitor learning gains and deficiencies during the school year. The APM is designed to monitor the growth the students have based on individualized standards through the the Florida Common Core standards. This information will be shared with the team in the form of Professional Learning Communities and treatment teams and used to further guide instruction.

Person responsible for monitoring outcome:

Jennifer Reed (jennifer.reed@twinoaksfl.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Professional Learning Communities:

Professional learning communities often function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. Professional Learning Communities will be focused on standards based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFours PLC question:

- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will respond when some student do not learn it?
- How can we extend and enrich the learning for students who have demonstrated proficiency?

In our PLCs we will also review grades in progress, APM scores, progress monitoring plans, treatment team notes, and more.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. Using the APM, progress monitoring plans, and formal / informal assessments as a consistent progress monitoring tool will ensure we are getting consistent and updated

data to continue to drive instruction. It will also help the students see real time success and learning gains to help them continue to strive to do their best.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Lead educator will ensure assessments are administered upon entry and exit to the program

Person Responsible Jennifer Reed (jennifer.reed@twinoaksfl.org)

Testing coordinator will ensure that all teachers are trained and have necessary information to conduct APM.

Person Responsible Jennifer Reed (jennifer.reed@twinoaksfl.org)

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

Person Responsible Kecia Mitchell (kmitchell@twinoaksfl.org)

The student and educational treatment team will work together to create initial goals and update them as needed

Person Responsible Kecia Mitchell (kmitchell@twinoaksfl.org)

Teachers and lead educator will meet to identify areas of need and create a plan to ensure student success and learning gains.

Person Responsible Jennifer Reed (jennifer.reed@twinoaksfl.org)

The program will explore services and resources of Comprehensive Adult Student Assessment Systems, Imagine Learning, and teacher quality improvements.

Person Responsible Nicole Miller (nmiller@twinoaksfl.org)

Develop process and procedures on Progress Monitoring Plans, the implementation of a master schedule that is equitable to non-DJJ schools, and improve processes for recruitment, professional development, and access to substitutes.

Person Responsible Nicole Miller (nmiller@twinoaksfl.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. DJJ Components specifically relating to Common Assessment Data Integrity

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This component was identified as a critical need per our DJJ accountability scores. In the 19-20 Accountability report we scored a 0 for data fidelity, while in the 20-21 accountability ratings we scored a 20. While this is marked improvement, as an agency our core principals include: proactivity, data driven, planning with a purpose, and consistency. It is imperative we have the highest level of fidelity to guide instruction and our procedures.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 10/25/21 100% education personnel will be trained in common assessment administration, to ensure successful timelines kept in place and increase data fidelity to 75%.
- With additional training, documentation, and administrative oversight, DOVE will increase data fidelity to 75% by the 6/30/21.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by the Director of Education and the Assessment & Accountability Coordinator. We have already coordinated with Holly McFadden from WIN learning to set up the training for common assessment, and added these components to our internal documentation system.

Person responsible for monitoring outcome:

Jennifer Reed (jennifer.reed@twinoaksfl.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Data-Based Decision-Making for School Improvement: Research Insights and Gaps Schildkamp, Kim
Educational Research, v61 n3 p257-273 2019

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

By 9/20/21 the Director of Education, Assessment and Accountability Coordinator, and MIS specialist will add a common assessment data tracking component to our internal documentation system.

Person Responsible

Nicole Miller (nmiller@twinoaksfl.org)

By 10/25/21 100% education personnel will be trained in common assessment administration, to ensure successful timelines kept in place and all students are tested.

Person Responsible

Nicole Miller (nmiller@twinoaksfl.org)

The district will collaborate with DOVE to develop a process to review common assessment data. Process must include procedures for administration of assessments, reporting verification, utilize merge and exemption features, and comply with state statute and rule.

Person Responsible

Nicole Miller (nmiller@twinoaksfl.org)

Utilize a data tracking document to ensure all common assessments are administered timely and use data to have data chats within the school.

Person Responsible

Nicole Miller (nmiller@twinoaksfl.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#4. DJJ Components specifically relating to Postsecondary Enrollment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This was identified as an area of critical need based on our DJJ Accountability Report. We felt that although we have a good percentage of GED and high school graduates, our post secondary enrollment numbers could increase. We are aware that there are a variety of factors that play a part in whether or not a youth follows through with attending post secondary school options but we are committed to setting each student up for success while with us.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 6/30/22, we will increase the number of post secondary enrollments by 10 percent.

Dove education will facilitate at least two college and two vocational center tours (virtual or in person) to increase student awareness of post secondary options by 6/30/22

100 % of eligible students will take the ACT and / or SAT before 6/30/22.

The education team, to include the lead educator and the education administrative assistant, will work closely with the facility transition specialist to ensure records are properly documented and sent.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The transition specialist works with the youth to complete financial aid applications, research possible colleges or vocational schools, and complete applications. The transition specialist also assists the youth in completing scholarships including the DJJ STARS. They call colleges and set up meetings with advisors and upon enrollment work on securing residential information. The transition specialist transfers all records to the youth's JPO and after care service as well as follows up with any additional help and support needed. The transition specialist will check in with the JPO or aftercare service for updates on the youth once they have exited the program.

We will continue to have the youth use FAFSA, the federal financial aid program to help youth who may not attend school due to financial issues gain grants, loans, and scholarships. We will set up meetings with academic advisors within colleges and vocational schools in order to ensure the youth get the appropriate help and are put on the correct academic path for success.

Person responsible for monitoring outcome:

Jennifer Reed (jennifer.reed@twinoaksfl.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Access to financial aid is a significant barrier for our students. By ensuring they have completed the financial aid process we can help increase the chances our students will enroll in post secondary education.

Increasing Postsecondary Enrollment: A Literature Review of the Effectiveness of Outreach Programs to Improve Postsecondary Education Enrollment and Success of Underrepresented Youth, Summary

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific

These specific strategies are being implemented to increase students interest and awareness of post secondary options, decrease financial barriers, and ensure youth are

strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Plan for minimum of four virtual or in person field trips to post secondary institutions such as Lively, TCC, FSU, Chipola.

Person Responsible Nicole Miller (nmiller@twinoaksfl.org)

Develop a plan to involve students in the development of their post-secondary goals on their education transition plan.

Person Responsible Nicole Miller (nmiller@twinoaksfl.org)

Collaborate with students' Juvenile Probation Officer to ensure eligible students are referred to Project Bridge/Connect for transition/aftercare services and provide transition service providers information about students' post-secondary goals.

Person Responsible Nicole Miller (nmiller@twinoaksfl.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

At DOVE Academy our students will learn to develop essential character traits and achieve their full potential. Youth will flourish in their academic coursework as well as their chosen vocational education career paths. All of this will occur in a safe, and structured environment. Our school culture will promote the

development of successful, responsible, productive and accountable citizens by fulfilling the social, emotional, physical, and spiritual needs in an all-inclusive caring and supportive environment. To this end, we've created a thoughtfully prepared, learning environment that values and nurtures the whole child: mind, body, and spirit. The classroom and vocational training spaces are the epicenter of the school experience for our students. The classrooms at DOVE Academy are tidy, well organized, and promote a safe and orderly learning environment. Our teachers serve to guide the students not only in their academic and vocational endeavors but in their personal and behavioral growth, as well. DOVE sees Restorative Justice as a key factor in reaffirming self-worth, teaching compassion, and problem solving with equity and justice in mind. Restorative Justice is defined as "a system of school discipline that provides school leaders and teachers with collaborative solutions for selected disciplinary violations. Restorative justice in schools emphasizes repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that take into account what's best for the student and the community. Such solutions include, but are not limited to Peer Mediation, Peer Accountability Boards, Conferencing and "Circles." Given the collaborative learning environment and the focus on student-centered solutions at DOVE we see Restorative Justice as a natural fit that promotes student responsibility and strengthens the bonds of community between students and staff.

In addition, some of the biggest contributors to our positive school culture is our investment in relationship building amongst one another and our students. When people feel valued, staff and students alike, they are likely to work harder, stay the course, and enjoy their work. When students feel liked and respected by their teachers, they find more success in school, academically and behaviorally (Lewis, Schaps & Watson, 1996). We believe in celebrating all of our youths accomplishments, and ensuring our staff and students feel appreciated. As an education team we set clear, appropriate and consistent expectations, involve stakeholders as possible and promote collaborative relationships. This along with our positive behavior support system to reinforce positive interactions and increase engagement in education.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our stakeholders includes members of our education department, residential program, and community members. The treatment team is one of our best ways of ensuring the whole team is working together to ensure educational equity, promote positive culture, and have an open line of communication at all times. The treatment team consists of case managers, mental health counselors, program director, recreational therapist, transition specialist, boys and girls club, and education members.

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 community service and extracurricular activities such as field trips and incentive trips. 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, and more.